



BARNARD

2003-2004 Catalogue

AUTUMN TERM — ONE HUNDRED AND FIFTEENTH YEAR

First-year and transfer student registration	Aug. 27–29 (W–F)
Language Placement Examinations	Aug. 29 (F)
Upperclass registration	Aug. 27–Sept. 3 (W–W)
Classes Begin 9:00 a.m.	Sept. 2 (Tu)
Last day to submit work for courses in which grades of I were given in the spring term, 2003	Sept. 2 (Tu)
Deferred examinations for students absent from May 2003 final examinations	Sept. 5, 8 (F, M)
Program filing. Last day to file autumn term programs, 4:30 p.m.	Sept. 12 (F)
Last day to add a course	Sept. 12 (F)
Last day to drop a course	Oct. 7 (Tu)
Awarding of October degrees	Oct. 15 (W)
Midterm Date	Oct. 16 (Th)
Major examinations for February graduates	Oct. 29–31 (W–F)
Academic holiday	Nov. 3 (M)
Election Day holiday	Nov. 4 (Tu)
Program planning and sign-up period for all students	Nov. 5–24 (W–M)
Last day to file requests for Pass/D/Fail grades or withdraw from a course	Nov. 13 (Th)
Last day for students to file spring term programs	Nov. 24 (M)
Last day to file application for study elsewhere in spring 2004	Nov. 24 (M)
Thanksgiving holidays	Nov. 27–30 (Th–Sun)
Last day for payment of bill for spring term	Dec. 1 (M)
Required reading period	Dec. 9, 10, 11 (Tu, W, Th)
Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due	Dec. 11 (Th)
Midyear Examinations Begin	Dec. 12 (F)
Autumn term ends	Dec. 19 (F)
Winter recess	Dec. 20, 2003–Jan. 19, 2004 (Sat–M)

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BARNARD

THE LIBERAL ARTS COLLEGE FOR WOMEN
AFFILIATED WITH COLUMBIA UNIVERSITY

2003-2004 CATALOGUE

BARNARD COLLEGE • 3009 BROADWAY • NEW YORK, NY 10027-6598

212-854-5262

www.barnard.edu

In accordance with its own values and with Federal, State, and City statutes and regulations, Barnard does not discriminate in admissions, employment, programs, or services on the basis of race, creed, national origin, sexual orientation, or disability.

This catalogue is intended for the guidance of persons applying for or considering application for admission to Barnard and for the guidance of Barnard students and faculty for the 2003–04 academic year. The catalogue sets forth in general the manner in which the College intends to proceed with respect to the matters set forth herein, but the College reserves the right to depart without notice from the terms of this catalogue. This catalogue is not intended to be and should not be regarded as a contract between Barnard College and any student or other person.



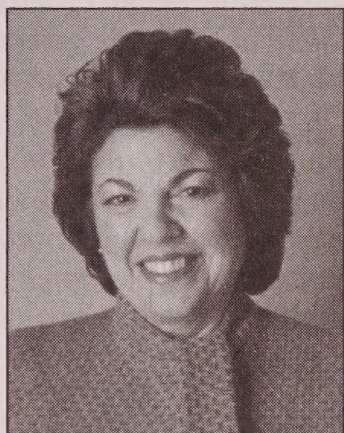
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MESSAGE FROM THE PRESIDENT



You hold in your hands a map of the intellectual terrain of Barnard College. The list of hundreds of courses in more than 40 departments only hints, however, at the journey of discovery you will undertake over the four years of your undergraduate education.

That journey takes place across many dimensions. Students tell me they choose Barnard because of its unique combination of attributes. It is: a residential liberal arts college offering students a breadth and depth of intellectual and social experiences that will serve them all their lives; a college located in one of the world's most cosmopolitan cities; a college that enjoys a partnership with a great research university; and, a college dedicated to the advancement of women.

As a residential liberal arts college, Barnard offers students a faculty of distinguished scholars who remain accessible to undergraduates, along with a dedicated and responsive student services staff. Barnard's New York City setting offers students a world of museums, theatre, and music, as well as possibilities for year-round internships in institutions that stand at the center of the fields of commerce, publishing, science, medicine, education, the arts, and finance. As members of one of the undergraduate schools of the Columbia University community—and the only one to remain independent—students are part of a vibrant “academic acropolis” on Morningside Heights, which also includes

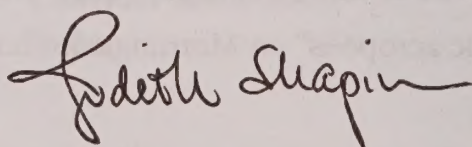
the University's graduate and professional schools and a number of neighboring institutions, including Teachers College, the Jewish Theological Seminary, and the Manhattan School of Music.

Women do, indeed, find it all at Barnard.

Barnard students, faculty, and staff shape and are shaped by the College's continuing tradition of intellectual discipline and independence, its combination of diversity and common purpose, and its commitment to undergraduate teaching informed by distinguished scholarship and advanced scientific inquiry. The College's track record in sending its students on to graduate and professional training is remarkable: for example, Barnard ranks third among the more than 1,000 undergraduate colleges in terms of the total number of students going on to earn Ph.D.s.

A Barnard faculty member, speaking at a recent induction ceremony of the honor society Phi Beta Kappa, offered the following advice, which applies equally to all Barnard students: "We hope you will integrate the wisdom of the humanities and the expressive arts with the rigor of the scientific method. We are confident that you have the intelligence, creativity, and skepticism necessary to challenge the conventional wisdom. Barnard itself stood as a challenge to the conventional wisdom at the time of its founding, and we know that you will carry on its traditions."

Good luck on your journey; we are here to help you make the most of it.

A handwritten signature in dark ink, reading "Judith Shapiro". The signature is fluid and cursive, with the first name "Judith" written in a larger, more prominent script than the last name "Shapiro".

Judith Shapiro
President

BARNARD COLLEGE

MISSION STATEMENT

Barnard College aims to provide the highest quality liberal arts education to promising and high-achieving young women, offering the unparalleled advantages of an outstanding residential college in partnership with a major research university. With a dedicated faculty of scholars distinguished in their respective fields, Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery. Barnard students develop the intellectual resources to take advantage of opportunities as new fields, new ideas, and new technologies emerge. They graduate prepared to lead lives that are professionally satisfying and successful, personally fulfilling, and enriched by love of learning.

As a college for women, Barnard embraces its responsibility to address issues of gender in all of their complexity and urgency, and to help students achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives. Located in the cosmopolitan urban environment of New York City, and committed to diversity in its student body, faculty and staff, Barnard prepares its graduates to flourish in different cultural surroundings in an increasingly inter-connected world.

The Barnard community thrives on high expectations. By setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities. Living and learning in this unique environment, Barnard students become agile, resilient, responsible, and creative, prepared to lead and serve their society.

—Approved by the Barnard College of Trustees, June 2000

THE COLLEGE

Barnard has been a distinguished leader in higher education for women for over 100 years and is today the most sought after private liberal arts college for women in the nation. Founded in 1889, the College was the first in New York City, and one of the few in the nation at the time, where women could receive the same rigorous liberal arts education available to men. Its dedication to the advancement of women, combined with its affiliation with a great research university and its setting in an international city, makes Barnard unique among liberal arts colleges today. Although affiliated with Columbia, Barnard is an independent college with its own administration, trustees, faculty, curriculum, endowment, budget, and campus. Barnard students may take classes at Columbia, as Columbia students may do at Barnard.

New York City and its vast cultural and social resources are an extension of the Barnard campus, literally used by every department to enhance curriculum and learning. In the same way, students benefit from the academic resources of Columbia, located just across Broadway.

The College draws motivated, talented, and curious young women who create a stimulating atmosphere and diverse community. Barnard alumnae include pioneers like anthropologist Margaret Mead and Judith Kaye, the first female Chief Judge of the State of New York, along with prominent cultural figures such as choreographer Twyla Tharp, writers Zora Neale Hurston and Mary Gordon, and Pulitzer Prize-winning journalists Anna Quindlen and Natalie Angier.

Barnard's History

Barnard College was among the pioneers in the late 19th-century crusade to make higher education available to young women.

The College grew out of the idea, first proposed by Columbia University's tenth president, Frederick A.P. Barnard, that women have an opportunity for higher education at Columbia. Initially ignored, the idea led to the creation of a "Collegiate Course for Women." Although highly qualified women were authorized to follow a prescribed course of study leading ultimately to Columbia University degrees, no provision was made for where and how they were to pursue their studies. It was six years before Columbia's trustees agreed to the establishment of an affiliated college for women. A provisional charter was secured and Barnard College was named in honor of its most persistent advocate.

In October 1889, the first Barnard class met in a rented brownstone at 343 Madison Avenue. Fourteen students enrolled in the School of Arts and twenty-two "specials," lacking the entrance requirements in Greek, enrolled in science. There was a faculty of six.

Nine years later Barnard moved to its present site on Morningside Heights. In 1900 Barnard was included in the educational system of Columbia University with provisions unique among women's colleges: it was governed by its own Trustees, Faculty, and Dean, and was responsible for its own endowment and facilities, while sharing instruction, the library, and the degree of the University.

Barnard Today

From the original 14 students, enrollment has grown to 2,297, with over 32,000 Barnard students awarded degrees since 1893. Barnard's faculty of 292 women and men are teacher-scholars whose paramount concern is the education of undergraduate students, and whose professional achievements bring added vitality to the classroom.

Barnard's liberal arts education is broad in scope and demanding. The curriculum includes a series of general education requirements—a program of courses the faculty believes provides a stimulating and thorough education, while remaining flexible and varied enough to suit a student's own interests, strengths, and talents. Classes vary in size. Those in which student participation is important are small. There are opportunities for independent study and students are often invited to work on research projects with faculty members.

In 1998, Barnard College and Columbia University amended and extended the long-standing agreement for cooperation between the institutions, an agreement which remains unique in higher education. Barnard stands as an independent college for women with its own curriculum, faculty, admissions standards, graduation requirements, trustees, endowment, and physical plant. At the same time, Barnard and Columbia share resources, thereby giving students open access to the courses, facilities, and libraries of both schools. Barnard and Columbia students also share in a wide variety of social and extracurricular activities. Barnard boasts 80 undergraduate clubs, and students have access to an additional 140 at Columbia.

From its inception, Barnard has been committed to advancing the academic, personal, and professional success of women. Students benefit from an atmosphere in which over half of the full-time faculty are women, and women are well represented in the administration. The College is led by Judith R. Shapiro, anthropologist and former provost of Bryn Mawr. At Barnard, women are given the opportunities and the freedom to lead both in and out of the classroom, and to develop the skills that will equip them to lead throughout their lives.

Barnard's unique ties to several of Columbia's graduate schools, and to premier New York City institutions, including the Juilliard School, the Manhattan School of Music, the Jewish Theological Seminary of America, and Teachers College, give students an unusual range of educational options including a number of joint degree programs. Academic organizations within and beyond the University also offer vital opportunities for research, study, studio experience, internships, and community service.

Barnard has a high student retention rate, an indication of student satisfaction with college experience. Barnard students also enjoy leaves for study, travel, and internships. About two-thirds of students graduate having undertaken an internship at sites ranging from investment banks like Goldman Sachs to cultural institutions like the Metropolitan Museum of Art, network news programs including *60 Minutes*, medical facilities including New York Presbyterian Medical Center, and a wide range of other venues. Every year Barnard admits about 80 transfer students who come to take advantage of the educational opportunities available to Barnard women.

Every year the Office of Career Development collects and summarizes information about post-baccalaureate study and employment. In the first year after graduation, almost one-third of Barnard graduates enter full-time graduate or professional schools, with the largest proportions opting to study medicine, law, or business. The rest obtain employment in business and industry, the arts, communications, teaching, social services, and many other fields.

Accreditation

Barnard College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The Barnard College Education Program is accredited by The New York State Education Department in Albany, NY, 12234, for provisional teaching certification for childhood and adolescent education.

THE CAMPUS

The Barnard campus occupies four acres of urban property along the west side of Broadway between 116th and 120th Streets. At the southern end of the campus, four residence buildings, Brooks Hall, 1907, Hewitt Hall, 1925, Helen Reid Hall, 1961, and the College's newest building, Iphigene Ochs Sulzberger Hall, formerly Centennial Hall, 1988, form an enclosed quadrangle.

Barnard Hall, formerly Students Hall, 1917, renamed in 1926, is just north of the "Quad" and contains seminar rooms, classrooms, and faculty offices, as well as the LeFrak Gymnasium, a swimming pool, and dance studios. The Sulzberger Parlor on the third floor is used for meetings and special events. The Julius S. Held Lecture Hall, an electronically equipped multimedia classroom, is also on the third floor.

Adele Lehman Hall, 1959, contains the Wollman Library and two floors of faculty offices and classrooms. The library includes the reserve room and the Lehman Computer Center on the first floor; the reference area, periodicals, microforms, and open book stacks on the second floor; and on the third floor, audiovisual facilities and more open stacks. Computer facilities for the Economics and Political Science departments are also located in Lehman. The building overlooks a lawn surrounded by trees and shrubs.

Helen Goodhart Altschul Hall, 1969, and the Millicent C. McIntosh Center, 1969, face each other across an open plaza. The 14 stories of Altschul Hall are devoted to the sciences. Herbert H. Lehman Auditorium is on the first floor. The headquarters for student activities (the Jean T. Palmer Suite), a snack bar, and Java City, a lounge and coffee bar, are located in the McIntosh Center as well as student mailboxes and music practice rooms.

Milbank Hall, 1897, occupies the northern end of the campus and houses administrative and faculty offices, classrooms, the Arthur Ross Greenhouse, and the Minor Latham Playhouse, a well-equipped modern theater. Substantial renovations took place in Milbank recently, yielding expanded neuroscience research laboratories and animal facilities, the Krueger Lecture Hall, as well as a redesigned and updated Math Help Room/Computer Laboratory.

In the immediate neighborhood, Barnard maintains additional residence halls, including Plimpton Hall, acquired in 1968, and Eleanor Thomas Elliott Hall, formerly 49 Claremont Avenue, acquired in 1982 and renamed in 1992. In addition, three apartment buildings on West 116th Street, 600 (acquired in 1971), 616 (acquired in 1964), and 620 (acquired in 1968) are Barnard residence halls. The College also rents additional spaces at 601 West 110th Street and at 210 and 212 West 104th Street.

Columbia University is directly across the street on Broadway.

BARNARD LIBRARY AND ACADEMIC INFORMATION SERVICES

Wollman Library

The Barnard Library occupies the first three floors of Adele Lehman Hall; the Archives is located on the tunnel level. The Library's collection includes both print and non-print resources that are intended to serve the curricular needs of the undergraduate students at Barnard. The Library's Media Services department includes a growing collection of video and audio material in all formats and provides equipment for its use. The Library also provides access to a wide variety of indexes and texts in electronic format. The Library has an especially strong collection in women's studies that is supplemented by the research materials in the Barnard Center for Research on Women. A separate Chemistry Reading Room is located in Altschul Hall.

Special collections in the Library include the Barnard Archives, a collection of official and student publications, letters, photographs and other material that documents Barnard's history from its founding in 1889 to the present; the personal library of Nobel Prize winning Chilean poet Gabriela Mistral; the Overbury Collection of 3,300 books and manuscripts by and about American women authors; and a small rare book collection.

During the academic year the Library is open seven days a week providing a full range of services. The Reference Department offers an ongoing instructional program, including in-class lectures and individual consultations, designed to help each student develop efficient library and research skills.

In addition to standard print research materials, the Library provides access to many electronic information sources. CLIO is a computerized catalog containing the holdings of the entire Columbia University Library system, including Barnard, from 1981 to the present with earlier materials being added on an ongoing basis. Students can also search a wide variety of periodical indexes online, an increasing number of full-text news and research databases, and all of the resources of the World Wide Web.

Barnard students also have access to all Columbia University libraries with more than 7 million volumes, over 67,000 current serial titles, and a wide variety of CD-ROMs as well as to the libraries of Teachers College and Union Theological Seminary. In addition, students may use the many libraries and collections in the metropolitan area, either through public access or special referral.

Academic Technologies

Academic Technologies provides computing resources and services to all Barnard students through the Residential Computing program and in five student computer centers on campus. Residential Computing assists students with computer installation, network connections and basic software applications in their dorm rooms. The main computer lab, located in 112 Lehman Hall, houses PCs, Macintoshes, printers, and a scanner. Full-time staff and student consultants are available in this lab to help with questions, problems and general computing support. Four smaller labs, open 24 hours a day, 7 days a week during the academic year, are located in the Brooks, Sulzberger, Plimpton, and 616 W. 116th Street residence halls. All computers in the labs provide access to AT-supported software applications, the Barnard and Columbia networks, the Internet and the World Wide Web.

The Barnard Center for Research on Women

The Barnard Center for Research on Women promotes a dialogue between feminist scholarship and activism, and serves a community composed of faculty, students, staff, community activists, artists, scholars, and alumnae. Founded in 1971 to deepen Barnard's longtime commitment to women's equality, the Center has, in recent years, dedicated itself to examining how today's women's movements speak to and further those of the past, as well as the ways in which feminist struggles are inextricably linked to other movements for racial, economic, and social justice around the globe.

The Center accomplishes these goals by offering public lectures and conferences on a wide range of feminist issues and by publishing its bi-annual webjournal, "The Scholar and Feminist Online," at www.barnard.edu/sfonline. These efforts fortify the Center's role of fostering inquiry and advancing knowledge about women and keeping feminist issues at the forefront of college life. They also link Barnard to a diverse range of activist organizations and community groups throughout the city.

Nowhere is this network more visible than in the Center's lively, provocative and engaging programming. Hosting nearly a dozen ongoing series, the Center provides

a public forum for intelligent and relevant discussions of women in Judaism, the future of feminism, the politics of women's imprisonment, feminist responses to today's most controversial issues, and women's movements in the Pan-African world. Bringing together renown scholars, artists, and community organizers, the nationally recognized annual "The Scholar and the Feminist" conference has, in recent years, explored the changing face of activism across generations; international feminist movements; and feminist responses to race and poverty.

Located in Room 101 Barnard Hall, the Center's reading room and Resource Collection, which includes over 120 feminist periodicals, are open to members of the Barnard community and the general public. The Center also houses a collection of unpublished articles and rare materials from the second wave women's movement; of special note is an extensive archive of newsletters and publications from women's organizations across the country. Access to online databases, including the Center's homepage (www.barnard.edu/crow) and fledgling web journal (*Intellectual Action: A Web Journal of Feminist Theories and Women's Movements*), is available.

STUDENT LIFE

Barnard students soon discover that their classmates are among the principal resources of their undergraduate years. Cosmopolitan in nature, the student population includes residents of nearly every state and some 32 foreign countries as well as those who live within commuting distance. Diversity is one of the few generalizations that can be made safely about Barnard students; a mingling of economic, regional, ethnic, and cultural groups is evident in campus life. Over 85 percent of the students live in College housing and participate in the educational programs, cultural events, and social activities of their residence halls.

Student Government and Campus Organizations

Student participation in the governance of the College and in shaping student life on campus is a time-honored tradition at Barnard. College committees, on which students, faculty, and administrators serve, recommend policy and procedural changes in such areas as curriculum, housing, and college activities. Students are the majority members on Honor Board and Judicial Council. Two students serve as representatives to the Board of Trustees.

All Barnard students are members of the Student Government Association, which elects a representative government and sponsors extracurricular activities and special events reflecting the range of cultural, political, pre-professional, and academic interests of the student body. These groups, more than 80 in all, include theater and vocal music groups, ethnic organizations, language clubs, community service groups, and yearbook staff. The student newspaper, *Barnard Bulletin*, is published weekly. Students with a variety of talents collaborate to produce Autumn and Spring Festivals featuring concerts, theater and dance performances, art exhibitions, and social events.

Student activities emanate from McIntosh Student Center, which houses the offices of College Activities, Multi-cultural Affairs, the Student Government Association, and other clubs and organizations. The Center also includes the student mailroom, a dining hall, the commuter lounge, music practice rooms, darkroom, and radio station. The College Activities Ticket Booth offers students the opportunity to attend professional dance, theater, opera, and sports in New York at reasonable prices. Students in many academic disciplines supplement course work with department-sponsored programs, lectures, and performances during the school year.

Cooperation among Barnard and Columbia groups is common. The majority of clubs and organizations have both Barnard and Columbia students. Religious organizations and activities with headquarters on the Columbia University campus at Earl Hall encompass nearly every faith and are open to all Barnard students. Urban New York, a joint Barnard-Columbia program, offers unusual opportunities for students, faculty, and staff to experience together the cultural, political, and social life of the city.

Sports and Athletics

The Columbia University/Barnard College Athletic Consortium (Division I of the NCAA) sponsors 14 women's varsity teams, including archery, basketball, crew, cross country, fencing, field hockey, lacrosse, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball. The Athletic Consortium is just one of three in the nation and the only one on a Division I level. Students at Barnard College along with women enrolled at the undergraduate divisions of Columbia University have the opportunity to compete on all university-wide teams. Scheduled competition

includes the Ivy League, the metropolitan area, the eastern region, and national tournaments. Individuals and teams have the opportunity to advance to regional and national competition within the ECAC and NCAA.

For students interested in less competitive programs, the Physical Education Department offers an extensive program of intramurals and recreation. The program features badminton, basketball, floor hockey, indoor soccer, volleyball, open gym time, recreational swimming, sports clubs, open weight room hours, and special events.

Barnard facilities include a swimming pool, the LeFrak Gymnasium, running track, fencing and dance studios in Barnard Hall, and tennis courts just one block away in Riverside Park. Barnard students have access to all recreational and athletic facilities of the University as well. The Dodge Fitness Center at Columbia includes the Levien Gymnasium, with a seating capacity of 3,499; the eight-lane Uris Swimming Center; 17 squash and handball courts; a well-equipped training room; and locker rooms and sauna. Women's intercollegiate and club teams also use outdoor facilities at Baker Field, a 26-acre complex at the northern tip of Manhattan that includes 20,000-seat Wien Stadium with a new synthetic surface, an eight-lane, all-weather NCAA-regulation running track and practice fields. There are seven composition tennis courts with a tennis clubhouse, a soccer stadium, a softball field, facilities for crew, and a spacious field house.

Student Conduct

The Honor Code, instituted at Barnard in 1912, governs all aspects of academic life and is enforced by an Honor Board that has a membership of students and faculty members, advised by the Dean of Studies. The Judicial Council of undergraduates, faculty, and administrators recommends disciplinary action for non-academic offenses and acts on appeals of academic disciplinary sanctions determined by the Honor Board. A more complete explanation of the system may be found in the *Student Handbook*.

Each student who registers at Barnard agrees to maintain the Honor Code, which states:

We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, or to use any papers or books not authorized by the instructor, or to present oral or written work that is not entirely our own, except in such a way as may be approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Library regulations and independent study courses are also governed by the code.

Policies and regulations concerning student conduct are recommended by student, faculty, and administrative committees to the appropriate administrators, the President, and the Board of Trustees. Hearing and appeal procedures are also outlined in the *Student Handbook*.

Enrollment in the College, award of academic credit, and conferral of the degree are subject to disciplinary powers vested by the Barnard Board of Trustees in appropriate officers of instruction and of administration and in College committees.

Residential Life

Barnard maintains a diversified residence program. Residence options include traditional residence halls, a variety of suite arrangements, and apartments in College-owned buildings on or adjacent to the campus. In a cooperative exchange with Columbia College and the School of Engineering and Applied Sciences, a limited number of coeducational arrangements are available. In addition, some students live in independent housing they secure in the campus vicinity. The College offers all incoming first-year students the opportunity to elect to live in campus housing. In all, more than 89 percent of the student body live in College housing, the rest choosing to commute, usually from apartments near the campus.

Facilities

All Barnard College owned or operated residence halls are completely smoke free. The College provides in its residence halls supervision under the direction of the Director of Residential Life & Housing. This includes area directors, graduate and undergraduate student assistants, 24-hour desk attendant coverage, and regular security guard patrols.

Brooks, Hewitt, Reid, and Sulzberger Halls, or the “Quad,” at the south end of the campus, are operated as a single complex with space for about 930 students. This residential complex provides community amenities, including computer rooms and the Student Store. The first eight floors of Sulzberger Hall, Reid, and some floors in Brooks, house first-year students, who are assigned to double, triple, and quad rooms. There are also eight wheelchair-accessible rooms located in the Quad. The “Tower,” floors nine through 16 of Sulzberger Hall, houses seniors in suites with lounges and kitchenettes.

“616” West 116th Street, an apartment-style residence directly across the street from the Quad, provides housing for 207 students in suites of single and double rooms. Each suite has a kitchen and bath.

“600” and “620” West 116th Street are College-owned buildings comprising a majority of student apartments of one to five single or double rooms with kitchen and bath, and some apartments for community residents.

Elliott Hall, adjacent to the west side of campus, houses 130 students. Rooms are on common corridors in suites with shared baths, kitchenettes, and lounges.

Plimpton Hall, a suite-style residence hall on Amsterdam Avenue and West 121st Street, a short walk from the main campus, but adjacent to Columbia and Teachers College, provides housing for 280 students in suites of five single rooms. Each suite has a kitchen and bath.

601 West 110th Street has housing for approximately 150 Barnard students (mostly sophomores and juniors) who live in suites and seniors who live in studios. This option provides independent living with an active residential life program.

Eligibility

Eligibility criteria have been established in order to assign available space on an equitable basis. These regulations may be changed as needed at the discretion of the College, but insofar as possible, the following criteria will determine eligibility:

1. A student must be registered for a full academic program. Exceptions may be made upon review of appeals submitted to the Dean of Studies and the Dean for Community Development.
2. A student receives “Resident” classification if the principal residence of her parent or legal guardian is in the geographic area classified by the College as beyond commuting distance.

3. A “Commuter” is a student whose permanent residence is within the geographic area classified by the College as within commuting distance. Commuters are eligible for campus housing when they enter as first-year students.

Assignments

Returning upperclass resident students select their rooms in College residences on the basis of a lottery number and room selection process. Incoming first-year students, readmitted upperclass students, and transfer students are assigned rooms by the Office of Residential Life and Housing.

Requirements

The rules and regulations regarding payments and refunds, and the use and occupancy of rooms are in the “Terms and Conditions of Student Residence in Barnard College Housing,” which is given to students selecting College housing and which must be agreed to before they may accept an assignment. This document may be reviewed via the Residential Life & Housing web page at www.barnard.edu/reslife.

Board

The College offers all students meal plans, which include points that may be used in the recently renovated Hewitt cafeteria, McIntosh snack bar, and Java City Cafe. Meal plans (not points) may also be used at Columbia’s John Jay cafeteria for some meals. All first-year students and all residents of the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls) are required to be on a meal plan for the full academic year. Upper-class residents of Sulzberger Tower are not required to be on a meal plan.

Married Students

Married students, as a rule, will not be allowed to remain in the College residences. They will be subject to financial obligations which pertain to any student who withdraws from the residence halls or from the College during the term.

Financial Aid for Room and Board

Resident or commuter status for financial aid purposes is determined at the time of admission to the College. A student who receives aid from the College based on a resident budget must live in College housing. Students classified by the College as residents who decide to live off-campus or commute from home receive reduced aid packages which reflect the costs of commuters. A student with commuter status who requests and is allotted College housing must expect to cover room and board costs from her own resources or from increased borrowing.

ADMISSION

The Committee on Admissions selects young women of proven academic strength who exhibit the potential for further intellectual growth. In addition to their high school records, recommendations, and standardized test scores, the candidates' special abilities and interests are also given careful consideration. While admission is highly selective, no one criterion determines acceptance. Each applicant is considered in terms of her individual qualities and her potential for successfully completing the course of study at Barnard.

Barnard seeks students from diverse educational and cultural backgrounds and from all geographic regions. However, no preconceived profile of an ideal student population limits the number of applicants accepted from any one group. The College admits students and administers its financial aid and loan programs, educational policies and programs, recreational programs, and other College programs and activities without regard to race, color, creed, national origin, sexual orientation, or disability.

First-Year Application Procedures

Application for admission to the first-year class should be made by January 1 for entrance in September of the same year. Application forms may be obtained by contacting the Office of Admissions or visiting our web site at www.barnard.edu. Barnard also accepts the Common Application along with the Barnard supplement and gives it equal consideration to its own. Students may obtain copies of the Common Application from their high schools or via the web. The supplement can also be downloaded from our web site. Applicants should ordinarily be at least 15 years of age at entrance.

A non-refundable fee of \$45 must accompany each application. Checks or money orders must be in U.S. funds drawn on a U.S. bank and made payable to Barnard College. Students with significant financial hardship should request a fee-waiver from their high school counselor on school letterhead and submit it with the application.

Secondary School Preparation

Each candidate for admission must offer a college preparatory program from an accredited secondary school or an equivalent education representing a four-year course of study. Academic preparation for admission should be based on the requirements for the A.B., or liberal arts, degree. A recommended program would comprise four years of work in English; three or more years in mathematics; three or more years in a foreign language (ancient or modern); three or more years in science with laboratory; and three years in history. An introduction to a second foreign language is generally useful. The remainder of the program should include additional work in the aforementioned subjects with the possible addition of music and art. Applications varying from this pattern are considered without discrimination if the candidate's records indicate genuine intellectual ability and high motivation.

First-Year Entrance Tests

Barnard requires all candidates to take the College Board's SAT I and three SAT II Subject Tests, one of which must be in writing or literature. The ACT can be substituted for the SAT I and SAT II Subject Tests. We recommend that students take these standardized tests by the fall of their senior year. Candidates should contact the College Board or the American College Testing Program for the Bulletin of Information containing descriptions of the tests, directions for filing applications, the dates on which examinations are administered, and a list of examination centers as early as possible. Dates vary from year

to year and applications to take the test must be received by the College Board and ACT well in advance. Students who require non-standard administration of the tests should consult with their guidance counselors for testing accommodations.

It is the student's responsibility to direct the College Board or American College Testing Program to send official test scores to the Office of Admissions. The SAT tests code number for Barnard is 2038. The ACT code number for Barnard is 2718.

Another important part of the application is the submission of three recommendations, one from the high school counselor and two from academic teachers of the candidate's choice. Students should submit teacher recommendations from 11th or 12th grades in English, Math, Science, Social Sciences, or foreign language courses. These recommendations give the Committee on Admissions additional information about the candidate's interests, character, skills, and aptitude.

Interviews

Although not required, an interview is recommended. For students who are able to visit the campus, an interview can be arranged by contacting the Office of Admissions. Appointments are scheduled Monday through Friday from 9:30 A.M. to 12:00 P.M. and from 1:00 to 4:00 P.M., and on selected Saturdays in Autumn. Applicants who are unable to visit the College may request an interview with a local Barnard Alumnae Admissions Representative (BAAR) or a telephone interview with a Barnard Student Admissions Representative (BSAR) by calling the Office of Admissions or returning the Interview Request Card that is included with the Barnard application.

Early Decision

Well-qualified high school seniors who have selected Barnard as their first-choice college may apply under an Early Decision Plan. To be considered under Early Decision, a candidate should submit her application and other required credentials (listed under First-Year Application Procedures) to the Office of Admissions by November 15. She will be notified of the Committee's decision no later than December 15. A student may initiate regular applications to other colleges; she must, however, withdraw all other applications upon admission to Barnard. Notification of financial aid for those candidates who have demonstrated financial need will follow the admissions decision. To reserve a place in the first-year class, an Early Decision student must submit a non-refundable enrollment deposit. This deposit is applied toward tuition and fees for the first year.

Candidates admitted under the Early Decision Plan are obligated to attend Barnard and will not be allowed to defer their admission. The Committee on Admissions may choose to postpone a decision on an Early Decision application until the spring. In that event, the student is asked to submit a record of schoolwork from the first half of the senior year.

Centennial Scholars Program

The Centennial Scholars Program offers a limited number of intellectually independent students an early opportunity to engage in challenging projects tailored to their individual interests. Centennial Scholars work with faculty mentors on the development, execution, and presentation of these projects.

The program is limited to 15 students in any single class, approximately 8 to 10 to be chosen at the time of their admission. Additional selections may be made in the following two terms. Admission of a first-year student to the program is based on the Centennial Scholar Committee's review of her Barnard application, including her secondary school record, recommendations from her counselors and teachers, her personal statement,

standardized test scores, and evidence of advanced preparation. Consideration of an enrolled first-year or sophomore requires recommendations of faculty members.

For further information about the Centennial Scholars Program, see page 44.

Deferred Enrollment

An admitted first-year or transfer student who wishes to defer enrollment in Barnard for one year must obtain permission by writing to the Dean of Admissions explaining the reasons for the deferral request. Such a request is normally granted for purposes of work, travel, or pursuit of a special interest. Students admitted under the Early Decision Plan and students admitted from the waiting list cannot defer their admission.

International Students

Barnard welcomes applications from international students following the same application procedure and presenting the same credentials as domestic candidates. Fluency in the English language is essential for admission. Those students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Information about registration for the test is obtained by contacting the TOEFL Program at the Educational Testing Service.

Transfer Students

Barnard welcomes transfer students in the fall and spring term of each year. Applications for admission will be reviewed according to the following schedule:

Deadline	Notification	Enroll
April 1	rolling	Fall
November 1	December 1	Spring

Each candidate must submit an application and the following credentials: an official secondary school transcript, the results of the SAT I or ACT, and, if appropriate, TOEFL, the official transcripts of all college work, and a copy of the college catalogue in which the courses taken are clearly marked. Three recommendations are also required: one each from the high school counselor, a college faculty member, and a college dean or adviser.

A strong record at an accredited college, university, or equivalent institution is required. In some cases, advanced credit cannot be assigned until a student has had an opportunity to establish a satisfactory record at Barnard, but, in general, credit is given for courses which are similar in content and depth to Barnard courses.

After acceptance, academic and general guidance is provided by the Advisers to Transfer Students in the Office of the Dean of Studies. For information on financial aid, students should consult page 25.

Visiting Students

Undergraduate students who are degree candidates at other colleges may apply for admission as visiting students for one or two semesters. In addition to the traditional visiting student program offered in the fall semester, Barnard offers two unique programs during the spring semester. Students participating in the “Spring in New York” programs combine the opportunity to study at Barnard with a guided internship program in their chosen field.

Readmission (see page 55, Withdrawal and Readmission).

Resumed Education Program

Former Barnard students who wish to return to the College after an absence of five years or more may obtain applications from Dean Aaron Schneider in the Office of the Dean of Studies. The Resumed Education Program allows students to complete the A.B. degree or pursue further study in new areas of interest after graduation.

Admission with Advanced Placement

Credit for advanced work completed in secondary school is determined on the basis of Advanced Placement (AP) scores and by the policy of the Barnard department concerned. Departmental policies are outlined below. As much as a year of degree credit (normally 30 points) may be granted.

Department	AP Score	Credit	Requirement Status
Art History	4 or 5	3 pts.	Exemption from AHIS BC 1001
Biological Sciences	4 or 5	3 pts.	Exemption from BIOL BC 1001 (4.5 pts. with review of lab notes)
Chemistry*	4 or 5	3 pts.	Exemption from CHEM BC 1601 lecture
Computer Science*	4 or 5	3 pts.	Exemption from COMS W 1003
Economics (Macroeconomics)	4 or 5	3 pts.	Exemption from ECON BC 1001
Economics (Microeconomics)	4 or 5	3 pts.	Exemption from ECON BC 1002 or ECON W 1105
English	4 or 5	3 pts.	
Environmental Science	4 or 5	3 pts.	(4.5 pts. with review of lab notes) Exemption from BC 1002 lecture only
Foreign languages	5	6 pts.	Exemption
	4	3 pts.	Exemption
History	5	6 pts.	
	4	3 pts.	
Mathematics*			
Calculus AB	4 or 5	3 pts.	Exemption from Calculus IA
Calculus BC	4	3 pts.	Exemption from Calculus IA
A student may not receive both AP credit and credit for Calculus IA.			
Calculus BC	5	4 pts.	(6 pts. upon completion of Calculus IIIA or Honors Math III with C or better) Exemption from Calculus IA and IIA. Also eligible for Honors Math III.
Music	4 or 5	3 pts.	
Physics*	4 or 5	3 pts.	(4 pts. with review of lab notes) Exemption from one term of two-term physics sequence. Maximum 3–4 pts., even with scores on more than one exam.
Political Science			
U.S. Govt.	5	3 pts.	Exemption from POLS BC 1001
Comparative	5	3 pts.	Exemption from POLS V 1501
Psychology	4 or 5	3 pts.	Exemption from PSYC BC 1001
Statistics*	4 or 5	3 pts.	Exemption from STAT W 1001

No credit will be granted for a college course equivalent to the AP course for which AP credit has been awarded.

*A score of 4 or 5 in subjects identified by an asterisk satisfies the Quantitative and Deductive Reasoning requirement.

International Credit Policies

International Baccalaureate

At the present time, the equivalent of up to one year of Barnard credit (30 points) is granted for the International Baccalaureate diploma. Students who do not have the diploma will receive 6 Barnard credits for each Higher Level examination score of 5 or higher.

Examinations and individual courses for the Baccalaureate cannot ordinarily be used to satisfy Barnard's general education requirements. (Exception: Students with International Baccalaureate scores of 5 or higher in Chemistry, Mathematics, or Physics have satisfied the Quantitative and Deductive Reasoning requirement. Students with I.B. Higher Level scores of 5 or higher in Biology or Chemistry have satisfied one semester of the laboratory science requirement. Students may not satisfy two requirements with one exam score.)

French Baccalaureate

At the present time, the equivalent of one year of Barnard credit (30 points) is granted for the French Baccalaureate diploma.

Examinations and individual courses for the Baccalaureate cannot ordinarily be used to satisfy Barnard's general education requirements. (Exception: Students with a French Baccalaureate diploma in math or science have satisfied the Quantitative and Deductive Reasoning requirement.)

British Advanced Level Examination

Each A-level or A2-level grade is individually evaluated. At the present time, no credit is given for AS-level grades. No credit is given for O-level grades.

German Abitur

At the present time, the equivalent of one year of Barnard credit (30 points) is granted for the German Abitur.

Foreign Language

Students who attend high school where the native language of instruction is not English have satisfied the foreign language general education requirement.

NOTE: Any exam that is taken as a requirement of graduation in high school will not be considered for Barnard credit.

Other Degree Credit

Students who have satisfactorily completed college courses before entering Barnard as first-year students may apply for a maximum of 15 points of degree credit. The courses must be intended primarily for college students and taught at the college by members of its faculty and must be in excess of the courses required for the high school diploma. With the exception of the aforementioned Advanced Placement courses overseen by the College Board, courses taught in a high school, either by specially trained high school teachers or by college instructors, will not be credited toward the Barnard degree.

FINANCIAL INFORMATION

The costs of education at Barnard are met by tuition, income from endowment, current gifts from alumnae and other friends of the College, and grants from foundations, corporations, and government agencies. The College makes every effort to limit charges to students, but must reserve the right to set tuition and fees at the level necessary for the maintenance of a high quality of instruction.

Schedule of Annual Tuition and Fees

The following tuition and fees are required from all students for the Academic Year 2003–04 and are subject to change without prior notice.

Tuition:

Full-time program (12+ points)	\$25,294
Part-time program (1–11 1/2 points)	843 (per point)
Program for Resumed Education. Tuition is assessed on the basis of a schedule available from the director of the program in the Office of the Dean of Studies.	
Comprehensive Fee	\$1,234
(includes Student Health Service Charges, Class plus Computer Fees, Student Government Charges, and access to the facilities at the Dodge Physical Fitness Center and Lerner Hall at Columbia University)	

The following fees are required from all students occupying college housing facilities for the Academic Year 2003–04.

Residence charges

Brooks, Hewitt, Reid, and Sulzberger Hall ring floors (board is required—see below)
All college housing
Single occupancy
Multiple occupancy

\$7,128
6,352

Board charges—Required of all those residing on floors 2–8 in the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls).

Board Charges—Regular			Full Year
*Unlimited	Meals per Term Plus	25 Points	\$4,110
*225	Meals per Term Plus	200 Points	3,912
*150	Meals per Term Plus	300 Points	3,912
*100	Meals per Term Plus	450 Points	3,912
75	Meals per Term Plus	250 Points	3,482

*First-year students in Barnard housing are required to choose one of these plans.

Kosher meal plans are also available for an additional charge.

A \$50.00 fee will be assessed for a drop or change of meal plan. A drop or change of a meal plan will not be accepted after the second Friday of each semester. Charges will be prorated during this period.

Other fees—Required if applicable:

Readmission application fee	\$100
Registration in absentia (per semester)	600
(per year)	1,000
Registration in absentia at Columbia (per semester)	25
Physical education—part-time students (per course)	843
Orientation fee—all first-year and transfers entering in the	
Autumn term	210
Spring term	80

An applicant for admission must pay a \$400 non-refundable deposit upon acceptance of the offer of admission to Barnard College.

Deferred Payment

For students and parents desiring to pay education costs in monthly payments, an outside payment plan is available. Information may be obtained from Tuition Management Systems (TMS) at 1-800-722-4867 or www.AFFORD.com.

Adjustment of Tuition for Changing Program of Study

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be credited the excess only if the change in her program is made by the last day of program filing in each term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

Liability and Credit for Withdrawal

By registering for classes or completing a housing or meal plan application, a student incurs a legal obligation to pay tuition, fees, room, and board.

If a student withdraws prior to the start of the semester and incurs no charges, her tuition deposit is forfeited. If the student has incurred charges, the deposit is applied to those charges.

If a student withdraws during the semester, her charges will be prorated if she has been enrolled for less than or equal to 60% of the term, and she completes the necessary forms with the Offices of the Dean of Studies, Housing, and Bursar. If a student has been enrolled for more than 60% of the term, she is not eligible for a reduction in tuition or fees. Room and board charges will be prorated based on the official date of withdrawal from those contracts by filing appropriate cancellation forms with the Offices of Housing and Bursar respectively. However, in the event of withdrawal from housing while still enrolled in the College, a student forfeits 80% of housing charges during the first two weeks of classes. Thereafter, the entire amount for the semester is forfeited.

The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of calendar days in the semester including weekends and holidays and excluding spring break. For example, if there are 107 calendar days in a semester and a student withdraws on the 50th day of the semester, her charges and financial aid will be prorated to reflect that she's been enrolled for 46.7% of the semester (50 divided by 107).

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal SEOG.

A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the College have been cleared. To receive a refund, the student must complete a Student Refund Request at the Office of the Bursar or on the bursar homepage on the web at www.barnard.edu/bursar.

The following items are not subject to the refund policy:

- Lab, course, or computer fees
- Medical insurance
- Orientation fees
- Late fees (payment, program filing, registration, change of program)
- Deferred payment fees

- Returned check fees
- Dormitory fines
- Finance charges

Safekeeping of Students' Funds

Barnard College is not able to receive funds from students for safekeeping or to cash personal checks or traveler's checks. To cover immediate expenses, a student should have an ATM card or postal money orders. An ATM is located on campus. The Columbia University Station of the U.S. Post Office will cash postal money orders upon presentation of a validated ID card. Validated ID cards are issued after students register and pay at the beginning of each term.

Financial Aid

Insofar as possible, Barnard assists qualified students who demonstrate financial need. Barnard does not discriminate against applicants for financial aid on the basis of race, color, creed, national origin, or disability.

Financial aid from the College consists of grants, loans, and opportunities for part-time employment. In addition to providing financial aid from its own funds, i.e., gifts, endowment, and general income, Barnard participates in the following federal programs: the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Perkins Loan Program, the Federal Family Education Loan Program, and the Federal College Work Study Program. Barnard also participates in the New York State Higher Education Opportunity Program (HEOP). Federal and state funds are administered by the College in accordance with government regulations and the College's general policies relating to financial aid. To supplement the above-mentioned financial aid sources, students are urged to investigate state loan and scholarship/tuition assistance programs and college tuition financing plans. The Controller's Office has additional information and applications for payment plans and long-term financing plans.

Any student who thinks she will need financial aid in order to attend Barnard is encouraged to apply for aid. The decision of the Committee on Admissions to admit a student is not affected by the fact that a student has applied for or demonstrated need for financial aid.

A detailed explanation of current College policies and awarding practices may be found in the brochure, *Barnard College Financial Aid Policies and Procedures*, available from the Office of Financial Aid.

ACADEMIC INFORMATION

Academic advising is coordinated by the Office of the Dean of Studies (105 Milbank), which oversees the assignment of an adviser to each entering student. Although responsibility for the fulfillment of degree requirements (see pages 31–36) rests with the student, her academic adviser is prepared to help her match her program of courses to her individual goals and priorities, to acquaint her with the full range of academic resources available at the College and the University, and to respond to her questions about the curriculum and academic policies and procedures. Also available for assistance are her Class Dean, the entire staff of the Dean of Studies, and the members of the Barnard Faculty.

Class Deans and Advisers

Prior to her matriculation, each entering first-year student will receive a program form and the program guide from the First-Year Class Dean. The student selects courses for the autumn term and returns the completed program form to the Class Dean who, insofar as possible, schedules classes accordingly. Class schedules and registration materials are distributed when students arrive on campus in September. The Class Dean also assists the Dean of Studies in coordinating the academic advising of first-year students, participates in planning first-year orientation with a committee of upperclass students, faculty members, and administrators, and oversees other special programs for first-year students.

Assistance in planning courses of study is given to first-year students and sophomores by their academic advisers with whom students are expected to schedule appointments for individual advising throughout the year. Group meetings with department chairs and other professors are arranged periodically to facilitate the selection of majors.

In the second semester of her sophomore year, each student chooses her major field in consultation with her Class Dean, her adviser, the academic department, and the Director of Career Development. From then on, her major adviser guides advanced study for the undergraduate degree and is the principal source of information on preparation for graduate school. Also available to her for general academic guidance is her Class Dean.

Students are responsible for completing all degree requirements and are aided in doing so by the degree audit program on the Barnard web site. In addition, the Registrar reviews each senior record and advises on graduation status. A senior handbook, sent to campus mailboxes at the beginning of the autumn term, describes College policy on honors, application procedures for graduate or professional study, and deadlines for major examinations, GRE, LSAT, MCAT, and fellowship applications. The Senior Class Dean and the Coordinator for Commencement oversee the planning for commencement with the help of class officers and the Commencement Committee.

Transfer Advisers

Incoming transfer students are assisted by the transfer advisers in planning their courses of study and designating a major field. Group meetings are scheduled in the summer and during orientation, and individual appointments may be arranged throughout the academic year. Transfer students who enter with junior class standing are guided by both transfer and major advisers during their first Barnard semester.

International Student Advisers

Designated deans within the Office of the Dean of Studies are available to meet with international students regarding issues that arise from their international student status. Group meetings are scheduled during orientation and throughout the year to give international students the opportunity to become familiar with one another, the College, and life in the United States. The *International Student Handbook* is also available in the Office of the Dean of Studies.

Visiting Students

Students who enroll for classes at Barnard as visitors who will graduate from another college must have approval from the degree-granting school for coursework to be completed at Barnard. Program filing and registration are guided by designated transfer advisers.

Study Leaves

Students who wish to study abroad for credit toward the Barnard degree are urged to discuss their plans and to apply for approval from the appropriate dean in the Office of the Dean of Studies early in the year prior to the period of enrollment at the other institution. Information is available on the Web and in 105 Milbank.

Pre-Professional Advising

Students who are interested in post-baccalaureate professional training may consult the appropriate pre-professional dean in the Office of the Dean of Studies for help with programming, selection of schools, and submission of application materials. A student who plans to enter one of the health professions should seek advice in her first or second college year in order to discuss requirements and obtain a handbook. Consultation with the pre-professional advisers in the junior year is recommended for any student interested in law, social work, or business. The pre-professional assistant maintains recommendation files and forwards materials required for applications. (See page 30.)

Graduate School Advising

Students interested in advanced study in the liberal arts and sciences or the performing arts may consult faculty members in appropriate departments and the Senior Class Dean. A student who plans to apply to graduate school should, in her senior year, establish a file with the assistant for graduate school recommendations in the Office of the Dean of Studies.

STUDENT SERVICES

Office of Career Development

The Office of Career Development helps students and alumnae explore, define, and implement career plans. To provide this service the Office has developed programs enabling Barnard women to gain work experience and to become informed about different career opportunities. Both students and alumnae are seen for individual career counseling, and panels and group workshops are given on careers and related concerns. A newsletter informs students about career programs, workshops, internships, community service, and special opportunities.

The Career Development web site www.barnard.edu/oed has interactive capability, describes all of the OCD programs, provides fact sheets, lists internships, and enables students both to register their career interests and to sign up for workshops online.

The Career Development Internship Program provides semester and summer offerings useful for students to clarify their vocational interests through valuable and often professional-level experience. To aid students and alumnae in exploring career areas, the Office also maintains an Alumnae Network Database, which lists graduates who are available to discuss their fields; a library of vocational materials; and a collection of graduate school catalogues. Workshops on specific concerns, such as résumé writing and interviewing skills, are conducted when the College is in session. Students and alumnae may establish permanent recommendation files in the Office for future employment.

The Office of Career Development, which is open twelve months a year, has contacts with many potential employers. Students use part-time and temporary job listings for both on- and off-campus jobs, and the Federal Work Study Program is also administered by this Office. Full-time jobs may be viewed on the Internet; access for off-campus viewing is by password obtained through the Office. Seniors are interviewed on campus by corporate and large non-profit organizations offering entry-level professional opportunities through the Senior Employment Program. Annual not-for-profit career fairs organized by a consortium of colleges are held each spring in Washington, D.C./Philadelphia, Boston, and New York City to connect students with many employers and internship sponsors in that sector.

The Office advises three student-run agencies—the Barnard Babysitting Service, the Barnard Bartending and Party Help Service, and the Barnard Store. These agencies provide excellent managerial experience and create jobs for many students.

Services for Students with Disabilities

In 1978, Barnard established a program to provide services for students with disabilities that enhances their educational, pre-professional, and personal development. The Office of Disability Services (ODS) serves students with mobility, visual, and hearing impairments, as well as students with hidden disabilities, such as learning disabilities and ADD/ADHD, chronic medical conditions, psychiatric disabilities, and substance abuse/recovery. ODS works with other administrators and members of the faculty to assist students with disabilities in participating in college activities, securing financial aid, scheduling classes and examinations, and planning careers. Mobility aides, readers, notetakers, and other volunteer/paid aides are available through the ODS Accommodative Aide Program. Publications include the ODS manual, “Forms/Policies/Tipsheets” (updated annually), and several services brochures, “What ODS Can Do For You,” “Assisting Students with Temporary Disabilities,” “Survival Tools for LD Students,” and “A Parent Guide to ODS.” The 504/ADA Access

Committee works to reduce architectural, programmatic, and attitudinal barriers at the College; the BAID Network (Barnard Alumnae Involved with Disabilities) provides students with access to disabled alumnae in a broad range of careers.

The buildings on the contiguous campus interconnect and are wheelchair accessible. Maps of the campus showing special features and access routes are available at ODS, as are access maps for both Columbia University and Teachers College. ODS maintains a comprehensive web page at www.barnard.edu/ods, which includes a monthly newsletter, notices of programs and events, and a special link to university access updates.

Student Health Services

Student Health Services provides primary health care, gynecological/women's health services, and specialist referrals for all registered Barnard students. It also supports the Well-Woman peer education and outreach program, mindfulness- and meditation-based stress reduction training, and other activities related to a variety of women's health and wellness issues. The medical staff consists of full-time and part-time physicians, physician assistants, nurse practitioners, and nurses experienced in college health and women's health care practice. We collaborate with three New York medical schools to provide advanced clinical training in women's and college health both to medical residents and Adolescent Medicine fellows. Entering students must submit medical history and physical forms, which become the basis of the medical chart.

Health Services at Barnard are available to all Barnard students and are covered by the Comprehensive Fee. There is no per visit charge and visits are unlimited. Barnard Student Health Services closes during college vacations and holidays. During this time, Barnard students may use the Columbia University Health Services. At all times when the college is in session (including winter and spring breaks), there is a clinician on call nights, weekends, and whenever the Health Service is closed, for after-hours emergencies. Emergency room visits authorized by the clinician on call are guaranteed reimbursement under the Barnard Student Insurance Plan.

All Barnard students who have paid the Comprehensive Fee are covered by the Basic Accident and Sickness Plan benefits of the Barnard Student Insurance Plan for the semester(s) they are registered. The insurance plan provides benefits toward the cost of the following services when ordered by a Barnard staff clinician: (1) hospitalization or emergency room visits for illness or accident; (2) laboratory tests and X-rays; (3) consultations. This basic coverage (\$5000 per illness or accident) is designed to supplement family coverage and pays **after** any family benefits. The following services are **not** covered: (1) home visits; (2) ongoing treatment by outside clinicians; (3) prescriptions; (4) dental care (except for treatment of injury to sound, natural teeth). Low-cost, optional, supplemental insurance is available and strongly encouraged for those students not covered by family benefits, or who have no coverage in New York City.

For additional information about services, insurance, and general health information, students are encouraged to visit the Health Services web site at www.barnard.edu/health. Copies of the Barnard Health Services Handbook and the brochure describing the Barnard Student Insurance Plan are available either from the web site or in the Health Services Office.

Counseling Services

The Rosemary Furman Counseling Center provides short-term individual counseling, group counseling, medication evaluations, referral services, and crisis intervention services for all registered Barnard students. Psychologists, psychiatrists, and social workers, along with advanced trainees in these fields, staff the center. Counselors meet with stu-

dents to address personal concerns that may be large or small, and adhere to a strict confidentiality policy. Counseling staff are on call for evening and weekend emergencies when the College is in session, and also during winter and spring break. Finally, the Counseling staff provides consultation and outreach services to the Barnard community, including programs, workshops, and other events.

Resident Assistants

As part of the student support network, upperclass students in each residence hall are designated as **Resident Assistants** to be a campus resource for resident students, to provide liaison with and referrals to other services, and to aid in residential programming.

Services for Commuters

The College Activities Office supports the cultural, educational, and social programs designed to enrich commuter life. The Skip Stop Commuter Student Organization sponsors events and services for all commuter students. The McIntosh Student Center is home to the College Activities Office, the Commuter Lounge, and the office for Skip Stop. Additionally, the Office of Residential Life provides information on off-campus living.

Recommendations

Students may establish recommendation files for employment in the Office of Career Development and for graduate and professional study with the recommendations assistants in the Office of the Dean of Studies. For procedures and policy, the appropriate office should be consulted.

Student Records and Information

The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) stipulates that students may have access to their official files and that no transcripts may be issued without their written request. A further explanation may be found in the *College Calendar and Student Handbook*.

Also in accordance with the Buckley Amendment, Barnard has the right to make public, at its discretion and without prior authorization from the student, the following information: name, class, home or college address and telephone number; e-mail address; major field; date and place of birth; dates of attendance at Barnard; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors and awards received; and previous school most recently attended. The law also gives students the right to place limitations on the release of this information. A student who wishes to do so must file a special form with the Registrar, 107 Milbank, each year by September 15. In practice, the College does not indiscriminately release information about individual students.

THE CURRICULUM: SEPTEMBER 2000

Requirements for the A.B. Degree for All Students Matriculating in Autumn 2000 and Thereafter

Requirements for the Liberal Arts Degree

Barnard's motto, *Following the Way of Reason* (*Hepomene toi logismoi*), signals the College's continuing commitment to the intellectual breadth and analytical depth of the liberal arts tradition. Since the College's founding in 1889, a Barnard education has been characterized by its distinctive combination of elements: a rigorous, broadly based framework of general education requirements; a focused inquiry into major subjects; and a range of electives. Together these elements allow for substantial personal choice. The exact structure of College requirements has varied over the past century in response to changes in society, education, and student needs. Today, degree candidates complete two first-year foundation courses, general education courses organized around different "ways of knowing," a major, and electives, totaling 120 points. (122 points for students entering Autumn 2003. Of those 122 points, 2 must be for PE.) They also fulfill a physical education requirement reflecting the College's view that physical well-being is an essential part of a healthy and productive life.

The Barnard Education

A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

The Barnard curriculum enables students to develop strength in language and literature, in social and historical analysis, in mathematics and the natural sciences, in the arts and the humanities—ways of knowing that incorporate but also transcend traditional academic disciplines. Built around major methods for apprehending the world and organizing knowledge, the College's basic requirements are designed to equip students to respond both critically and creatively to a rapidly changing world. Barnard students learn to employ a variety of analytical methods in order to engage new complexities of social evolution and scientific knowledge. The College dedicates itself to imparting to every student self-renewing intellectual resourcefulness, the mark of a liberal arts education.

The College faculty encourages each student to elect courses in a manner that ensures exposure to distinct forms and traditions of knowledge, and to the human experience as lived in various parts of the world. Each student is encouraged to make selections that develop connections among the elements of the curriculum, that promote understanding of global issues, and that acknowledge both the diversity and the commonality of human endeavors in civilizations around the world and through time.

As a college for women, Barnard embraces its responsibility to address issues of gender in all their complexity and urgency, and is committed to an integrated curriculum that recognizes the importance of gender in all forms of human endeavor. The College encourages students to profit from the exceptional and varied opportunities to explore women's histories, challenges, and achievements. Courses explicitly on women and gender are offered by the Department of Women's Studies and by many other departments and programs; students also find gender-related matters incorporated into a wide range of additional courses across the academic disciplines.

Barnard also encourages students to take full advantage of the world city of New York—its international character and economic power; its prominence in science, medicine, and the arts; its cultural abundance; its diverse neighborhoods and peoples; its architectural richness. In their studies, their work, and their personal lives, Barnard students can avail themselves of the city's unparalleled resources. As an extended campus, New York serves not only as a multidisciplinary research laboratory for coursework and guided field experiences, but also as the site for a vast array of internships and wide-ranging, city-based student activities.

Barnard seeks to ensure that students become aware of, and knowledgeable about, their physical being. Students complete two courses that focus on physical activity, fitness, and well-being. The College also provides additional opportunities for students to exercise and to learn more about fundamental elements of good health and women's health issues.

First-Year Foundations

Two courses are required of all first-year students to ensure that their skills in reading, writing, and speaking continue to develop in ways that will support their learning throughout their years at Barnard. First-Year Foundation courses are deliberately kept small; they focus on individual participation and on methods of research, analysis, and revision.

1. First-Year English

All first-year students take the one-semester writing course ENGL BC 1201 (First-Year English), designed to cultivate and develop prose writing and related tools of scholarship. Every student, whatever her level of attainment, can learn to improve her skills of writing, analysis, and argumentation. Students choose among several clusters that differ in topic. Reading and writing assignments focus on major works of literature supplemented by material from other sources. Some first-years will be required to take ENGL BC 1202, *Studies in Writing*, as a prerequisite to First-Year English.

Transfer students are not required to take ENGL BC 1201, but must take ENGL BC 3103 or BC 3104 at Barnard.

2. First-Year Seminar

First-year students take this one-semester course designed to develop the intellectual skills and styles central to subsequent academic work. This course emphasizes the enhancement of writing and communication skills and the group-discussion mode of intellectual inquiry and discourse.

Seminars center on major themes or issues, and participants read and discuss a limited number of important philosophical, historical, literary, or scientific texts. Students and faculty engage in an extended consideration of a theme of general human concern, one that goes beyond departmental boundaries.

Transfer students are not required to take the First-Year Seminar.

The General Education Requirements

The aim of the General Education Requirements is to ensure that each Barnard graduate confronts and engages in central ways of knowing the world. These ways of knowing—divided into nine key areas, listed on page 33—include, but also bridge, the traditional disciplines of the liberal arts and sciences. Inquiry into these areas establishes the basis for a Barnard education. Each student studies, from analytical, quantitative, and artistic perspectives, the major means by which human knowledge has been constructed.

To allow for flexibility within this framework, a student chooses among the designated courses that fulfill each of the nine requirement areas. She will find some courses that offer a broad view of a field, exploring issues that help create an educated citizenry; other

courses satisfy the purposes of general education by close scrutiny of critical methods and their specific application. Thus, each student will shape her own academic program, deliberately and distinctively, by electing a combination of wide-ranging introductory courses and more specialized upperlevel courses to fulfill the General Education Requirements. The areas included in the General Education Requirements are:

1. Reason and Value	1 course
2. Social Analysis	1 course
3. Historical Studies	1 course
4. Cultures in Comparison	1 course
5. Laboratory Science	2 courses in one science
6. Quantitative and Deductive Reasoning	1 course
7. Language	study through at least the fourth semester
8. Literature	1 course
9. The Visual and Performing Arts	1 course

Courses used to fulfill these area requirements must be at least 3 points and may also be used to satisfy requirements for majors or minors. Students may not use Advanced Placement Credit to fulfill the area requirements unless specifically noted otherwise.

Designated courses may be listed in more than one area; students are free to choose which area requirement is satisfied, but may not use a single course to fulfill two or more areas. In addition, certain identified course sequences taken together may fulfill more than one area requirement.

A student's choice of specific courses should be influenced by an intent to forge links among topics and ways of knowing, to find common themes across time and form, and to develop an internal coherence within her own set of courses used to fulfill the College's General Education Requirements. A student should also be mindful that her choices of courses can, and should, expand and enrich her understanding of the world at large, of cultural diversity, and of issues of gender.

A list of courses designated for each area is on the Barnard web site www.barnard.edu/academic. The specific aims for each of these area requirements are set forth below:

1. Reason and Value

Requirement: One course that allows students to explore ways in which values shape thought, thought shapes values, and both guide human actions.

Aim: To introduce ways of thinking, both past and present, about the formation of human values, their role in guiding action, and their susceptibility to rational reflection and critical discussion. This requirement allows students to discover how established disciplines in the humanities, social sciences, and natural sciences—as well as newer interdisciplinary fields—approach a wide range of value-related issues. Courses may address such questions as: What does it mean to follow “the way of reason”? What are the sources of human values? How do we arrive at our conceptions of virtue and obligation, and how do such conceptions shape our notions of a good life and a just society? How have questions about values emerged in different traditions at different times? Other possible subjects include the intersecting ethical dilemmas of private and public life, the relation between moral thought and moral action, and issues of human rights, cultural diversity, and global equity.

2. Social Analysis

Requirement: One course that acquaints students with the central concepts and methods of the social sciences, while also critically examining social structures and processes, and the roles of groups and individuals within them.

Aim: To introduce various ways of analyzing social structures and processes, and to explore how these institutions and processes both shape and are shaped by group and individual behavior. Courses will focus on a variety of institutions and processes, from the family, to the nation-state, to the international economy. All courses will address fundamental questions such as: How are individual and collective human behavior linked to the cultural, economic, and political context in which they occur? How is power distributed across different groups and among individuals? How do social systems develop and change? How can we come to better understand societal dynamics through a variety of quantitative and qualitative methods?

3. Historical Studies

Requirement: One course enabling students to study times and traditions of the past, to learn theories and methods of historical analysis, and to discover how different concepts of history shape our understanding of both past and present.

Aim: To emphasize the importance of historical knowledge for understanding various aspects of human experience and activity, and to develop the skills necessary to conduct or evaluate historical research. Coursework will demonstrate how history is not a simple record of past events, but an interpretation of the past shaped by the theories, methods, and data used to construct it. Among the questions to be raised are: Whose past is remembered? How is it remembered? To serve what purposes?

4. Cultures in Comparison

Requirement: One course that compares two or more cultures from the perspectives of the humanities and/or social sciences.

Aim: To study the diversity and the commonality of human experience, and to examine and question personal cultural assumptions and values in relation to others'. Through comparative methods, courses will explore the beliefs, ideologies, and practices of different peoples in different parts of the world, across time, and through migrations. Courses may include comparison of cultures from two or more geographical areas or from two or more cultures within one area, and may approach the subject matter using anthropological, historical, social, and/or humanistic perspectives.

5. Laboratory Science

Requirement: Two courses with laboratory in one science chosen from among: astronomy, biology, chemistry, environmental science, physics, or psychology. (See page 39 for designated courses.)

Aim: To develop intellectual curiosity about the natural world and the processes of scientific experimentation; to convey an understanding of what is known or can be known about the natural world; to introduce basic methods of analyzing and synthesizing the sources of scientific information; and to create scientifically literate citizens who can engage productively in problem solving. Students are expected to master the tools of science and current understanding in one area, and are encouraged to explore the limitations of existing theories and to learn how to ask strategic questions. Laboratory exercises introduce students to techniques of scientific investigation, as they make observations, carry out experimental procedures, and learn how results and analyses are communicated in specific visual, quantitative, and written forms.

Note: Students may fulfill part of this requirement with scores of 4 or 5 on Advanced Placement Examinations in biology, chemistry, environmental science, and physics (or their International Baccalaureate equivalents).

6. Quantitative and Deductive Reasoning

Requirement: One course in which students learn methods and approaches used in mathematics and related fields involving quantitative expression and logical reasoning.

Aim: To provide a productive acquaintance with at least one means of quantitative and deductive reasoning and to develop an ability to apply this knowledge to the analysis of new problems. Coursework will emphasize how quantitative analysis and deductive reasoning function as creative, elegant, and powerful ways of thinking and as effective sets of conceptual tools and procedures with widespread applications.

Note: Students may fulfill this requirement by securing Advanced Placement Credit in mathematics, chemistry, computer science, physics, or statistics (or their International Baccalaureate equivalents).

7. Language

Requirement: Competence in one ancient or modern language other than English, demonstrated by completion of, minimally, the fourth sequential semester of college-level study, and preferably, a more advanced course with greater emphasis on literary and cultural traditions.

Aim: To provide basic linguistic competence in at least one language other than English, in order to familiarize students with the language, literature, and culture of at least one non-English speaking people. Students are encouraged to develop their language skills to a level that permits them to live and function in another country; to enable them to conduct research, whatever their field; and to prepare them to work effectively in an increasingly global and multicultural society. In becoming familiar with the form and structure of another language, students consider how languages function as tools for communication. Students are encouraged to apply their language skills in courses that fulfill other general education requirement areas.

Note: Students may fulfill this requirement by securing Advanced Placement Credit or by earning qualifying SAT II scores in a language other than English. (See page 38.)

8. Literature

Requirement: One course in literature in any language, in the original or in translation; or in comparative literature.

Aim: To develop the skills needed for an informed and aesthetically rewarding reading of literary texts from various times, places, and traditions. Coursework will address the methods and theories by which readers produce meanings and interpretations, and will investigate the pertinence of material such as the authors' biographies or their cultural contexts to literary analysis. Students will study rhetorical strategies employed in literature, becoming more adept at grasping the underlying assumptions and appeal of various forms of discourse.

9. The Visual and Performing Arts

Requirement: One course in architecture, art history, studio art, graphic design, dance, music, film, or theatre.

Aim: To build an understanding and appreciation of creative processes and forms of artistic expression. Courses will provide insight into the ways art is used to explore and enrich the

world and the human condition. The requirement will enable students to cultivate their skills, to develop an understanding of the ways various arts communicate and are discussed, and to consider works of art in their complex social and historical contexts.

A Major

Departments and programs establish majors to provide a structured, focused investigation of an academic discipline or area of interdisciplinary study. Often a major will require courses taken in cognate disciplines. Generally, there are three levels of study within each major: introductory survey courses; mid-level courses that cover more specialized subject matter and where attention is paid to the methodologies, including the writing styles and formats, of the discipline; and advanced-level seminars with an emphasis on independent research. The College has a long-standing commitment to preparing students sufficiently in a subject so that they may undertake a semester- or year-long project, usually during the senior year, on a topic related to their major. Students are encouraged to explore internships in their field, thereby acquiring information and experience that complement what is learned through formal study.

All students complete the requirements of an approved major. Majors vary in the number of credits required. For students transferring credit from another college or university, a minimum of six semester courses must be completed while the student is registered at Barnard. Only courses graded C– or higher will be credited toward the major.

Physical Education and Health

Requirement: Two courses, one course completed by the end of the first year, and another by the end of the junior year. For students entering in Autumn 2003, 2 points will be earned for these two courses and no more than 2 points can be earned for Physical Education courses.

Aim: To enable students to become aware of, and knowledgeable about, their physical being through participation in fitness and sports activities. Students are encouraged to enroll in additional activity and self-paced exercise courses toward the attainment of life-long well-being.

Electives

While fulfilling the first-year foundation plus general education and major requirements, students complete the remainder of the 120 points required for graduation with elective courses, chosen in consultation with academic advisers. Electives may be taken as additional courses within the major department or outside the department, and may be used to fulfill minors in academic areas that offer them. Students are encouraged to select their electives to enhance their appreciation for the range of human knowledge; to improve their abilities to think, write, and speak in multiple disciplines; and to make optimal use of the College's and University's special resources. (See page 41 for restrictions.)

Requirements for Transfer Students

(See page 42.)

THE CURRICULUM

Requirements for the A.B. Degree for all Students Matriculated Prior to Autumn 2000

Students are recommended by the Faculty of Barnard College to the Trustees of Columbia University for the degree of Bachelor of Arts, the only degree awarded to Barnard students. The degree requires the satisfactory completion of 120 points of academic work and two terms of physical education. All students must be enrolled full-time and must complete a major and fulfill general education requirements.

Degree Requirements Prior to 2000

All students must complete the requirements of an approved major. The number of required courses for the major depends on the major chosen (see individual department and program curriculum statements), but a minimum of six semester courses must be completed while the student is enrolled at Barnard. A course graded D will not satisfy a major requirement.

The student registers her chosen major with the Office of the Registrar and with her major department or program, normally in the second term of her sophomore year. The major may be chosen from any listed in the *Barnard Catalogue*. A student may major in two fields by satisfying all the major requirements prescribed by each department, with no overlapping courses. If either or both of the disciplines qualify for Part A of the Distribution Requirement, two courses in one qualifying discipline may count toward that requirement. A combined or special major may be designed in consultation with the Class Dean and chairs of the appropriate departments, and with the approval of the Committee on Programs and Academic Standing. Committee approval is not needed for a double major that comprises all the course requirements of two majors with one integrating senior project, but the form designated for such a double major must be filed with the Registrar and the two departments.

General Education Requirements

Barnard's general education program is designed to provide direction and continuity while giving students opportunities to shape their own programs of study. Barnard offers a rigorous but flexibly structured set of requirements which afford students a range of choice in almost every instance. The requirements follow.

First-Year Seminar

First-year students are required to take this one-semester course, which provides special opportunities to develop some of the intellectual skills and styles which will be central to subsequent academic work. The enhancement of writing and communication skills is emphasized, as is the group-discussion mode of intellectual inquiry and discourse. Seminars adopt major themes or issues, and participants read and discuss leading philosophical, historical, literary, or scientific statements of them. This course may not be taken on a Pass/D/Fail basis. A representative sample of First-Year Seminars, with descriptions and the names of instructors, begins on page 205. Transfers are not required to take the First-Year Seminar.

First-Year English

First-year students must take the one-semester writing course ENGL BC 1201 (First-Year English), designed to cultivate and develop prose writing and related tools of scholarship. Reading and writing assignments focus on major works of literature. This course may not be

taken on a Pass/D/Fail basis. Some students may gain exemption from the course with an Advanced Placement (AP) test score of 4 or 5. International students are required to exhibit a degree of fluency before enrolling in this course. Transfers are not required to take this course but must have earned exemption or completed an equivalent course before graduation.

Foreign Language

Students must achieve basic competence in one ancient or modern foreign language. The requirement is fulfilled by completion of the fourth sequential semester or a more advanced course for which the fourth semester is prerequisite. (In Latin, both Latin V 1201 and V 1202 or their equivalents must be completed.) The faculty recommends that in general (i) the intermediate year be completed at Barnard; (ii) elementary courses be completed in the first year; (iii) courses be taken consecutively without interruption; and (iv) proficiency be established by the end of the junior year. Reenrollment without credit is required for students whose work in any of the first three semesters is graded below C.

Exceptions:

1. Completion of Spanish BC 1208x for Spanish-speaking students (taken only with the instructor's permission) will qualify on recommendation of the instructor.
2. Enrolled students who complete the third or fourth semester of French outside the Barnard department must take a departmental examination to qualify for fulfillment.

Exemptions:

1. Re-centered CEEB SAT II score of 781 or higher; re-centered CEEB SAT II score of 700 or higher in Hebrew only. No exemptions granted for CEEB SAT II scores in Chinese or Japanese.
2. AP score of 4 or 5.
3. Departmental examination.
4. Students with native English who study in a high school where the language of instruction is not English (e.g., French, for alumnae of the Lycée Français).
5. For international students for whom English was not the primary language of instruction in high school, satisfactory completion of English BC 1201 or one satisfactory year at Barnard.

Placement:

1. Re-centered CEEB SAT II score of 680–780, fourth semester; 570–679, third semester; 400–569, second semester; below 400, first semester, for German.
2. Re-centered CEEB SAT II score of 690–780, fourth semester; 570–689, third semester; 420–569, second semester; below 420, first semester, for French and Spanish.
3. For languages other than French, Spanish, and German, placement will be determined by departmentally administered examinations.
4. For transfer students: the course following the level of the last satisfactorily completed semester course; however, formal withdrawal and reenrollment in a more suitable course may be required for students who are judged by the department to be inappropriately placed and in need of additional preparation or review. In such a case, transfer credit for the previous course is rescinded to allow the student to receive credit for the Barnard/Columbia course of equivalent level. Taking the departmental placement exam is recommended.

5. By departmental examination, if there is no CEEB score or previous college transfer work.

Please note that previous standards are in effect for students who took the College Board examination prior to re-centering in 1995.

Credit:

1. Credit is given for courses satisfactorily completed in residence at Barnard or, in the case of a transfer, at her previous college.
2. No prior assurance of degree credit is given for summer or transfer work in foreign language courses. For work completed at other colleges, credit is granted with departmental approval, or by examination, or on completion of the next level at Barnard.
3. No credit is granted for work equivalent to a level already completed and credited.
4. Although credit for the first semester of an elementary language is not normally granted unless a more advanced course is completed, a student is granted **one** exception maximum to this rule on written request to the Registrar.

Laboratory Science

Students must complete one year of science (two lectures and two labs) in the same field. Acceptable courses must meet for at least three hours of lecture and three hours of laboratory per week. The student must pass both the lecture and the laboratory portions of the course, and the College strongly suggests that the two be taken concurrently. The following courses meet these requirements.

Astronomy	ASTR V 1753–1754 or ASTR C 1403–1404, both with the lab ASTR C 1903–1904 ASPG C 1234–1235 plus PHYS BC 1091 plus ASTR C 1904
Biology	BC 1001–1002, or BC 2001, 2002, 2003, and 2004
Chemistry	BC 1601 and BC 1602 BC 1601 and BC 3230 with BC 3328 C 1403–C 1404 with C 1500 and one additional laboratory course, e.g., BC 1702, BC 3328, BC 3338, or C3543.
Environmental Science	BC 1001–1002, BC 1001–V 2100, 1011–1012, S 1011–1012, or V 1001, V 2100, 2200, 2300 (any two) Students may also complete the lab science requirement by combining the Earth Semester or 6-credit Earth Systems Field School program at Biosphere 2 Center with EESC BC 1001, 2100, 2200 or 2300. A 4-credit Biosphere summer program will count as one lecture.
Physics	BC 1206, 1207, 1208 (any two); F, V, or W 1201–1202 with 1291–1292; V 1301–1302 with 1391–1392; V 1051–1052; C1001–1002 with BC 1091–1092
Psychology	BC 1105, BC 1108, BC 1117, BC 1123, BC 1127, BC 1130, BC 1136, BC 1156 (any two from different groups: see Psychology Dept. Major Requirements)

Students wishing to substitute a course sequence not given above, transfer students, and those with Advanced Placement should consult the appropriate section of this catalog or the department chair for guidance with respect to fulfilling this requirement.

Quantitative Reasoning

In order to graduate, students must pass one of the courses listed below in which the major topics are mathematics, methods of empirical analysis using quantitative data, or the use of symbolic manipulation to solve problems. These courses can count both toward a major or distribution requirement and for the Quantitative Reasoning Requirement.

Students may fulfill the Quantitative Reasoning Requirement by securing Advanced Placement in mathematics, chemistry, computer science, or physics or transfer credit for a course listed below or for an equivalent course. A student who fulfills the Laboratory Science Requirement in chemistry, physics, or astronomy simultaneously satisfies the Quantitative Reasoning Requirement.

Astronomy	V 1753, V1754, C 1403–1404
Biology	BC 3386
Chemistry	BC 1601, C 1403, C 1404
Computer Science	Any course carrying degree credit <i>except</i> W 1001 CU Summer S1021D, S1022Q
Economics	BC 2411
Environmental Science	BC 3017, BC 3025
Mathematics	Any course carrying degree credit <i>except</i> W 1003 College Algebra
Philosophy	F 1401, V 3411
Physics	Any course carrying degree credit
Political Science	BC 3345
Psychology	BC 1101
Sociology	BC 3211, V 3212
Statistics	Any course carrying degree credit
Urban Studies	UST BC 3200 Program Evaluation: Methods and Case Studies

Distribution

Courses satisfying Part A are identified in this catalogue by the letter H (for Humanities) or S (for Social Sciences) on the last line of the course description. Courses satisfying Part B are identified by the Roman numeral I, II, or III (corresponding to one of the three categories listed below) on the last line of the course description. When a course satisfies both Part A and Part B, its description will be accompanied by both the letter H or S and the Roman numeral I, II, or III.

In certain cases, it is possible to satisfy both Part A and Part B of the distribution requirement with the same courses, but all students must take at least two courses in the Humanities and two in the Social Sciences.

Part A:

Students must complete four one-semester courses outside the major, two in the Humanities and two in the Social Sciences. In each of these areas, only one of the two courses may be interdisciplinary.

The distribution requirement in the Humanities may be fulfilled by courses in Art History, Philosophy, Religion, Medieval and Renaissance Studies, any literature, the history or literature of music, the history of dance or theatre, or Humanities C 1001 or

C 1002, and by designated courses in Asian and Middle Eastern Cultures, Pan African Studies, or Women's Studies.

The distribution requirement in the Social Sciences may be fulfilled by courses in History, American Studies, Anthropology, Economics, Linguistics, Political Science, Sociology, or Contemporary Civilization C 1101 or C 1102, and by designated courses in Asian and Middle Eastern Cultures, Pan African Studies, Urban Studies, or Women's Studies.

Part B:

Students must complete four one-semester courses (transfers must complete three) chosen from the three categories listed below, with no more than two courses from any one category.

- I. Comparative Studies of Culture and Society
- II. Societies and Cultures of Asia, the Pacific, Africa, or the Middle East
- III. Societies and Cultures of Europe or the Americas

Courses taken for Distribution–Part B may also qualify to fulfill Distribution–Part A. Courses that qualify for the major or a minor may also qualify for Distribution–Part B.

Physical Education

Students admitted as first-year students must complete two semesters of Physical Education at Barnard. One semester must be passed in the first year, and the second semester must be successfully completed by the end of junior year. Sophomore and junior transfers are required to complete one semester of Physical Education at Barnard. Transfers are expected to complete their requirement by the end of junior year. Failure to complete the requirement by the specified deadlines will result in a failing grade. Physical Education courses are graded pass-fail based on attendance and participation. Studio Dance courses may be taken to fulfill the Physical Education requirement.

Electives

Apart from fulfilling general education requirements and major requirements, the student completes the remainder of the 120-point requirement with elective courses, either within or outside the major department, subject to the approval of the appropriate adviser.

No more than 18 points of studio, performing arts, or professional school courses (including film) may be credited toward the A.B. degree. Of these, a maximum of four arts studio courses may be credited. A maximum of six courses in instrumental instruction may be credited (except for Music majors and minors, who may receive credit for eight, including piano instruction).

One-point dance technique courses taken by non-dance majors for credit are also included in the existing 18-point maximum which may be credited toward the degree. A maximum of six courses in dance technique may be credited; however, a student does not receive academic credit for a dance technique course until she has completed or is currently completing the Physical Education requirement.

Exceptions to this rule are allowed only for courses in the major field or for courses taken in fulfillment of requirements for double and joint degree programs with professional schools of the University. (See page 49.) A maximum of 24 points may be credited for studio or performance courses in the major field. A minimum of 90 points of traditional liberal arts courses is required for the student who majors in such a field; for all other majors, a minimum of 102 points of such courses is required.

Requirements for Transfer Students

A student admitted to Barnard with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar, two semesters of Physical Education, and four courses in Distribution–Part B. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree at Barnard, a transfer student must attend Barnard for at least four regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Exemption from the foreign language requirement may be attained on the basis of College Entrance Examination Board Achievement scores alone or by a combination of those scores and additional college work. Those who do not receive exemption must complete the normal language requirement. (See page 38.) Transfer students are eligible for general honors when both overall and Barnard averages meet the required academic standards.

Transfer Credit

Courses completed at other accredited colleges and universities which are similar in content and depth to Barnard courses may be submitted for transfer credit. Transfer courses are evaluated after a complete transcript is received in the Office of the Registrar. Students are asked to submit catalogues and course descriptions with their requests for transfer credit to the Admissions Office.

Credit for approved work at another institution is applied to Barnard's 120-point (122 points for students entering Autumn 2003) graduation requirement with a maximum of 16 points per term. Credit cannot be granted for courses with grades lower than C minus. Acceptable transfer work does not usually include applied or professional courses or more than the equivalent of two Barnard studio courses. The first term of an elementary language course is not normally credited unless or until the second term or a more advanced course has been satisfactorily completed, but a student may request a single exception to this ruling.

Transfer students who enter Barnard in Autumn 2003 with fewer than 24 points will need 122 points to graduate, and 2 of those points will be for PE, either at the previous school or here. Those entering with 24 or more points must complete 121 points for the Barnard degree, and 1 of those points will be for PE (1 is both the minimum and the maximum).

Transfer students may apply for credit for previous summer courses under the regulations governing summer study. (See page 46.)

First-year students with a record of prior course work taken as non-matriculants at an accredited college in the United States may request up to 15 points of transfer credit. Such work will be evaluated after the student has completed 12 points at Barnard. Grades for this course work are included in the overall average. (See page 21.)

OTHER ACADEMIC OPPORTUNITIES

Minor

The selection of a minor field of study is optional. A minor requires at least five courses (three of which must be qualifying Barnard or Columbia courses) that total a minimum of 15 points, and may be designated by any student having a major after completing a minimum of three courses in the minor field. Requirements depend on the minor chosen (see individual department curriculum statements); courses are selected in consultation with the department chair. For students who matriculated prior to September 2000: Two of the courses taken for the minor may be used to fulfill the general distribution requirement if the field selected qualifies for the requirement (see page 40). Courses for the major and minor may not overlap. For students who matriculated after September 2000, any and all minor courses may be used in satisfaction of general education requirements. To qualify for the minor, a course must be letter-graded A+ to C-.

Writing Fellows Program

The Writing Fellows Program offers exceptional students with strong writing, reading, and communication skills an opportunity to become peer tutors in writing. During their first semester in the program, students take a seminar and practicum in the teaching of writing (see page 185: *The Writer's Process*), usually in the autumn term of their sophomore or junior year. As Writing Fellows, they go on to work in different settings (e.g., The Jong Writing Center, writing-intensive courses across the curriculum) with Barnard undergraduates at all levels and in all disciplines. Writing Fellows receive a stipend and are asked to make a commitment of three semesters to the program.

Writing-Intensive Courses Across the Disciplines

Students in these courses undertake at least three writing projects, each of which goes through at least two drafts. Writing Fellows read and confer with students on the first drafts of their papers, which students may then revise, handing in both first and second drafts to their instructors, who comment on and grade the revised drafts.

The departments of Anthropology, Architecture, Art History, Asian and Middle Eastern Cultures, Biology, Economics, Education, English, French, History, Philosophy, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women's Studies have offered writing-intensive courses. Both instructors and students report positive results. Students appreciate the help they get in revising drafts and experience significant gains in their writing skills. Instructors find that the revised papers they receive permit them to focus their comments on course content, rather than on the mechanics of writing.

The Writing Center

In addition to their work in specific courses across the curriculum, Writing Fellows staff The Erica Mann Jong Writing Center (121 Reid Hall). Any Barnard student is welcome to confer on a particular writing project or to discuss some broader aspect of her writing (e.g., how to articulate, organize, and structure thoughts, how to use evidence effectively, how to work on English as a second language). Students confer on chapters of their senior theses, drafts of papers for First-Year English, outlines or ideas for papers in upper-level courses, lab reports, personal statements for admission to law school, etc.

Senior Scholar Program

The Barnard Senior Scholar Program allows a qualified student to undertake a single project for the entire senior year, or for one semester of the senior year (normally the second). The Program is intended for the student who is unusually well prepared in an academic discipline or in one of the performing arts. It offers the special advantages of concentration on one project, designation as Senior Scholar on the permanent transcript, and the amendment of some major requirements. Senior Scholars are allowed credit for no more than 30 points for the project. In the past, Barnard Senior Scholars have gained approval for a wide range of proposals.

A qualified student interested in the Senior Scholar Program should consult the Senior Class Dean in the Office of the Dean of Studies, who is coordinator of the program, in her junior year. Before the beginning of the senior year, the student should have completed all but the major requirements for the A.B. degree. Her written application for the Senior Scholar Program is submitted to the Committee on Honors for approval.

Centennial Scholars Program

The Centennial Scholars Program offers intellectually independent students an early opportunity to engage in challenging projects, tailored to their individual interests, with faculty mentors. The program is limited to 15 students in any single class. No separate application is required. Selection is based on the Centennial Scholars Committee's review of a student's application for admission, or of a nomination by a faculty member. Students selected for the program will be notified by the committee.

The Program confers a maximum of 18.5 points of credit toward the degree. In the spring of a Centennial Scholar's sophomore year, she enrolls in CTSC BC 1889, *Working With Ideas*, an interdisciplinary course designed to lay the foundation for the core of the Program, an extended apprenticeship with her mentor(s). Her project may extend over two or three semesters and may include a summer to accommodate travel or other particular needs. The Program culminates in the Centennial Scholars Symposium, devoted to preparing a public presentation of the project. Dinner lectures, outings to museums, performances, and research laboratories, and similar activities, are additional features of the Program.

The Centennial Scholars Program is governed by a committee consisting of:

Leslie Lessinger, Co-Director, *Professor of Chemistry*

Helene Foley, Co-Director, *Professor of Classics*

Dorothy Denburg, *Dean of the College*

Jennifer Gill Fondiller, *ex-officio, Dean of Admissions*

Hilary Lieberman Link, *First-Year Class Dean*

Higher Education Opportunity Program

The Higher Education Opportunity Program, a support service to meet the needs of New York State undergraduates from backgrounds that are disadvantaged economically and academically, provides counseling, tutoring, and financial assistance. During a summer program, all incoming HEOP students receive instruction in English, mathematics, research, and public-speaking skills. During the academic year, tutoring, workshops, and study groups are available in addition to academic and personal counseling.

Program Planning for Students Interested in Health Professions

The basic premedical and predental requirements are two semesters of introductory biology and two semesters of biology laboratory, all at the 2000 level or higher (BIOL BC 2001, BC 2002, and laboratory BC 2003 and BC 2004); two semesters of general chemistry and one semester of laboratory (CHEM BC 1601, BC 3232); two semesters of organic chemistry and one semester of organic laboratory (CHEM BC 3230, BC 3231, BC 3328); two semesters of physics with accompanying laboratory (PHYS V 1003–1004; BC 1206–1207); two semesters of English (fulfilled by First-Year Seminar and First-Year English); and one year of college-level mathematics. Highly recommended courses, required by some schools, are two terms of calculus and one semester of biochemistry (CHEM BC 3282).

Students should become familiar with the most recent edition of *Medical School Admissions Requirements*, an annual publication of the Association of American Medical Colleges.

Pursuing a major in the sciences is not necessary for premedical students, provided they include the aforementioned required courses in their programs. The science requirements should be completed in the year prior to the year of desired entry, at which time students are advised to take the Medical College Admissions Test, normally offered in April. The test is repeated in the early fall for those who wish to retake it or who, for compelling reasons, were unable to take it in the spring.

All students who are interested in the health professions should consult their advisers as early as possible and consult the designated dean in the Office of the Dean of Studies during the sophomore year. Applications for the standardized tests and other relevant materials are available in 105 Milbank.

Program Planning for Law School Applicants

There are no specific course requirements for entry to law school and there is no specifically recommended major. Students are encouraged to develop strong skills in writing and in speaking with precision and to take programs that require demanding critical analysis and effective study habits. Information about law schools and the application process can be found in the *Official Guide to U.S. Law Schools*, an annual publication of the Law School Admission Council and the American Bar Association and Barnard's *The Prelaw Handbook*. Copies of the *Handbook* are available in the Office of the Dean of Studies, 105 Milbank, which also maintains a library of current law school catalogues and other relevant information.

Students are encouraged to consult the designated dean in the junior year or earlier. The LSAT should be taken in June or October of the year prior to expected entry to law school; the June test is recommended because it allows for better planning. Registration booklets for the LSAT and for the Law School Data Assembly Service (a required transcript analysis procedure) arrive in March each year and can be picked up in 105 Milbank anytime thereafter.

Program Planning for Students Interested in Other Professions

Curricular planning should be made with an eye to some of the specific requirements in other fields. Familiarity with professional school catalogues in these areas is recommended. Information and printed literature about business, social work, and psychology is available in the Office of the Dean of Studies.

Credit for Summer Study

The granting of course credit for summer courses taken at other accredited institutions (including Columbia) is treated as transfer credit and is subject to some additional regulations. The maximum number of summer points that can be applied toward the degree for course credit is 16, subject to the approval of the Committee on Programs and Academic Standing. Although a student may not receive degree credit for summer courses exceeding this maximum, she may fulfill degree requirements with additional summer courses, subject to the approval of the Committee on Programs and Academic Standing, and in some cases, subject to satisfactory performance on a Barnard placement examination. The full regulations on credit for summer study are available at the Office of the Registrar on the Application for Approval of Summer Session Courses. The student may learn in advance whether the courses she wishes to take in summer school meet the approval of the Committee on Programs and Academic Standing by completing the form and submitting it to the Office of the Registrar well before the end of the spring term. Although the application may also be retroactive, the student places herself at risk of being denied degree credit if she fails to receive prior written approval from the Committee. The student is advised to consult the application for the full regulations, some of which are listed below:

1. No more than eight points may be counted for one five- or six-week summer session.
2. To be eligible for credit, a course normally must meet for at least five weeks and at least 35 hours.
3. Grades for courses taken in summer school must be letter grades of C– or higher; they are not included in the Barnard grade point average, but they will be included in the calculation for Latin honors. These courses and grades will, however, be considered by graduate or professional schools, which normally require the submission of an applicant's transcripts from all the colleges attended.

Study Abroad

Several options for study abroad are available to academically qualified Barnard students. The Faculty has set the following guidelines for eligibility. By the time they plan to study abroad, students should:

- a) have 2 years or the equivalent at the college-level of the language of the host country, provided the language is offered at Barnard or Columbia, regardless of the language of instruction, OR have completed 1 year or the equivalent at the college-level (this includes AP test scores, language proficiency exam or courses taken at another college or university) of the language of the host country and enroll in a program with a home stay or have a language intensive at the start of the semester. For students studying the sciences or mathematics abroad, language requirements vary slightly. When the language is not offered at Barnard or Columbia, students should have some knowledge of the language of the host country;
- b) have a plan for completing the general education requirements for the degree;
- c) have no outstanding incompletes;
- d) have a good academic record;
- e) have worked out, in consultation with the major and study abroad advisers, a plan for the completion of all major and college requirements for graduation.

The educational interests of each applicant are of primary concern to the staff of the Dean of Studies in acting on a student's request to study abroad for degree credit. Interested students should begin the process of applying to study abroad by consulting the dean responsible for study abroad advising in the Office of the Dean of Studies no

later than the first semester of the sophomore year. Students must obtain the approval of the study abroad adviser, the class dean, the academic adviser, and the department chairs through which credit is being requested in order to receive the College's permission to study abroad for credit toward the Barnard degree. Students pay Barnard tuition and an off-campus comprehensive fee for the period of study abroad.

Barnard approves programs of study throughout the world. Some programs—in partnership with Barnard—require nomination by the College, e.g., Oxford (St. Peter's and Somerville Colleges).

Barnard students who wish to study for degree credit in Paris may apply to the **Columbia University in Paris** program, which offers a varied and attractive curriculum in French language, literature, culture, art history, political science, history, philosophy, film studies, and women's studies. In addition to the courses offered there, students with sufficient preparation may, through this program, enroll in courses in the French university system in a variety of academic disciplines. To qualify for admission, a student must have completed two years of college French with grades of B or better. It is possible to spend one term or an academic year in Paris. Some participants are French majors, but most are not. The student body comprises undergraduates from Barnard and Columbia, as well as those from other colleges and universities. The program is owned and administered by Columbia University. It is located in the Montparnasse district of Paris, near Luxembourg Gardens. The administrative staff assists students in planning academic programs and in finding housing accommodations. Credit is awarded for no other programs in Paris.

Barnard students who wish to study for degree credit in Germany may apply to the **Berlin Consortium for German Studies** program, based at the Free University of Berlin. This program makes it possible for humanities, science, and social science majors who have completed at least two years of college German or the equivalent to become German university students for an academic year or semester. The program involves full immersion into the German language, enrollment directly into courses shared with German students, access to university libraries and student housing, internship opportunities during vacation periods, and maximum exposure to contemporary German cultural and political life. The program is administered by Columbia University, and both a full-time academic director and resident director located at Free University assist students in planning academic programs.

Bulletins and applications for Columbia University in Paris and the Berlin Consortium are available in 203 Lewisohn Hall and in 105 Milbank. Interested students should consult the dean responsible for study abroad advising in the Office of the Dean of Studies to discuss their plans and to have the dean review and approve their applications.

Barnard also offers the opportunity for study in Japan at the **Kyoto Center for Japanese Studies** through its participation with Columbia in a consortium organized by Stanford University, as well as directly through other universities.

In addition to the programs that Barnard oversees with Columbia, study through the programs of many other U.S. colleges and universities has been approved for Barnard credit. Please visit the Study Abroad web site at www.barnard.edu/dos/study_abroad, which includes a list of all approved programs.

Course credit for courses taken at institutions abroad other than the Barnard-Columbia programs in Paris and Berlin is generally treated as transfer credit. (See page 42.)

Domestic Study Programs

Barnard participates in an exchange program with Spelman College, a historically Black college for women in Atlanta, Georgia. Barnard students in the program may register for classes at any of the institutions within the Atlanta University Center: Clark Atlanta

University, Morehouse College, Morehouse School of Medicine, the Interdenominational Theological Center, Morris Brown College, as well as Spelman. In addition, students may participate in the Columbia University–Howard University Exchange Program. Applications for both programs may be obtained in the Office of the Dean of Studies.

For the past several years, Biosphere2 in Oracle, Arizona, has been operated by Columbia University. Barnard students have enrolled there to study the effects of global change on living systems (Earth Semester) or to study astronomy and astrophysics (Universe Semester). At the time of publication, it is not known whether Biosphere2 will continue to offer programs or whether Barnard will continue to award credit for them. Information can be obtained in the Dean of Studies Office.

Study at Jewish Theological Seminary

The Jewish Theological Seminary of America, located two blocks from the Barnard campus, offers opportunities to Barnard students for specialized study under a cooperative arrangement. Students may enroll in courses at the Seminary under any of three options: (1) individual courses; (2) a year's study in residence at the Seminary; or (3) a double-degree program.

A student wishing to study at the Seminary should consult her adviser and obtain the written permission of the chair of her major department. Courses taken at the Jewish Theological Seminary are evaluated as transfer credit (see page 42 for rules on transfer credit). Students who wish to obtain simultaneously the degree of Bachelor of Arts from Barnard and Bachelor of Hebrew Literature from the Seminary must consult the appropriate dean in the Office of the Dean of Studies at Barnard and at the Seminary's List College and must be separately admitted to each institution.

Qualified Barnard students may request housing at the Seminary. Double-degree students who enroll in the Seminary College will be subject to both Barnard and Seminary tuition charges, adjusted on a pro-rata basis. Students taking individual courses pay the Seminary directly for those courses at an adjusted rate.

Study at the Juilliard School

The Juilliard School at Lincoln Center offers opportunities to Barnard students for individual courses in music. For a five-year program leading to the Barnard A.B. and the Juilliard M.M., rigorous auditions are required for which early application must be made. Students interested in these options may obtain further information and audition dates by consulting Dr. Gail Archer, Coordinator of the Barnard Music Program (319 Milbank), at the time of admission to Barnard or as early as possible.

Study at the Manhattan School of Music

The Manhattan School of Music is located one block to the north of the Barnard campus. Under a cooperative program of cross-registration, musically qualified Barnard students who pass required auditions have the opportunity to enroll in six semesters of private instrumental lessons at the Manhattan School, subject to the regulations specified in the application form available at the Office of the Registrar. Majors and minors in Music may take eight semesters of lessons. Students must complete a Barnard approval form each semester before receiving permission to enroll at the Manhattan School.

Special Academic Programs

Barnard offers a summer academic program for secondary school students, "Summer in New York: Barnard's Pre-College Program." Program information and applications are available in the Office of the Pre-College Program, 112 Hewitt Hall.

DOUBLE AND JOINT DEGREE INTRAUNIVERSITY PROGRAMS

Barnard offers double and joint degrees in coordination with other schools in the University system, including the School of International and Public Affairs (SIPA), the Fu Foundation School of Engineering and Applied Science, the School of Law, and the School of Dental and Oral Surgery. Details on specific programs are given below.

School of International and Public Affairs: International Affairs

Barnard College and the Columbia University School of International and Public Affairs offer a joint program leading to the A.B. degree at the end of four years and the Master of International Affairs (M.I.A.) after one additional year.

Application to this program is made through the Barnard Office of the Dean of Studies during the junior year, but to ensure appropriate guidance and preparation, consultation is recommended in the sophomore year with the appropriate dean. Qualified students nominated by the Office of the Dean of Studies complete the application, which is sent to the School of International and Public Affairs. Finalists will be interviewed by an admissions officer at SIPA. The final decision on admission to the program rests with the SIPA Review Committee. Acceptance for the joint program is a provisional admission to SIPA for the M.I.A. degree. All provisionally admitted students will be required to submit a formal application to SIPA in the spring semester of the senior year.

A Barnard student's eligibility for the joint program with SIPA is governed by the following conditions:

1. A minimum grade point average of 3.3.
2. At least four semesters of matriculation at Barnard before enrolling in the joint program.
3. Fulfillment of all basic and distribution requirements before the senior year.
4. No more than four courses in the major to be completed during the senior year.
5. Completion of introductory courses in microeconomics and macroeconomics and a strong background in quantitative courses.

A Barnard student in the program must satisfy all Barnard degree requirements. Courses in the School of International and Public Affairs may be used to fulfill major requirements only with the written permission of the chair of the major department.

School of International and Public Affairs: Public Policy and Administration

Barnard College and the Columbia University Graduate School of International and Public Affairs offer a joint degree program leading to the Bachelor of Arts degree at the end of four years and the Master of Public Administration (M.P.A.) after one additional year.

Application to the program is made directly to the Graduate Program in Public Policy and Administration at the School of International and Public Affairs, but the designated dean in the Office of the Dean of Studies should be consulted before the application is filed, preferably as early as the sophomore year. Admission to the joint program does not constitute automatic admission to the M.P.A. program. The student in the joint program applies for admission to the graduate program in the autumn term of her senior year. Final admission is conditional upon the applicant's receiving the A.B. degree from Barnard.

A Barnard student in the joint program must satisfy all requirements for the A.B. degree at Barnard. Courses in the graduate program may be used to fulfill major requirements only with the written consent of the chair of the department in which the student is

majoring. During the junior and senior years she must complete at least 24 points of course work at the 4000 level or above, including the first-year required core courses specified in the Bulletin of the Graduate Program in Public Policy and Administration. An internship, usually during the summer between the fourth and fifth years, is also required. In the fifth year of the program, a student completes at least 30 points, including a workshop and policy specialization requirements.

School of Law

Each year Barnard College has the option of nominating, in conjunction with the Columbia University School of Law, juniors with outstanding records to enter the Law School under the Accelerated Program in Interdisciplinary Legal Education (A.I.L.E.).

Each student must submit a record of 90 points, 60 of which will have been completed at Barnard. She must have fulfilled all degree requirements except those for the major, which she must be able to complete together with the final 30 points at the Law School. Twelve of the 30 must be in the liberal arts and the remainder in appropriate law courses.

To be nominated, a student must have an outstanding academic record (3.6 average or above) and have taken the LSAT by March of her junior year with a score in keeping with the median level of applicants accepted to the law school in that academic year.

Students interested in the program should consult the Pre-law Dean in the Office of the Dean of Studies early in the junior year and with the Senior Class Dean to ensure fulfillment of graduation requirements. LSAT applications are available in the Office of the Dean of Studies; the test is usually offered in February, June, October, and December.

School of Dental and Oral Surgery

A limited number of qualified students may enter the Columbia University School of Dental and Oral Surgery after three years of undergraduate work at Barnard. To be eligible for this program, the student must have completed 90 points of academic work at Barnard and all of the prerequisite courses for the School of Dental and Oral Surgery. To be eligible for the A.B. degree, she must have completed 120 points, 30 of which may be taken at the School of Dental and Oral Surgery, and she must have completed all of the general and major requirements of Barnard College.

A student interested in this option should consult with the health professions dean in her sophomore year for early program planning. Before her admission to the School of Dental and Oral Surgery, she should consult with the Senior Class Dean to make certain that she will be eligible for the A.B. degree.

School of Engineering and Applied Science

The first three years of the five-year program leading to the degrees of Bachelor of Arts and Bachelor of Science are spent under the jurisdiction of Barnard College with a few courses taken in the School of Engineering and Applied Science. During the junior year the student applies for admission to the School of Engineering and Applied Science, where the remaining two years of more specialized engineering study are taken. Completion of the basic, distribution, major, and physical education requirements is required for the Barnard A.B. degree. A maximum of 30 Engineering points may be credited toward the Barnard degree. Students interested in the program are encouraged to consult the designated dean in the Office of the Dean of Studies to plan an appropriate schedule of Barnard courses.

AUDITING

Student Auditing

Matriculated students may audit courses in special instances by arrangements with the instructors. Permission to audit a course is granted at the instructor's discretion. Courses audited do not appear on the student's program or transcript, are not graded, and may not be subsequently converted to credit courses.

Auditors are encouraged to attend class and to keep up with the readings. No examinations or papers are required; no grade is assigned. Auditors are silent participants in class and may join in discussion only at the discretion of the instructor.

Alumnae Auditing

Many Barnard courses are open to alumnae for auditing. No credit is given; there is no charge. The only requirement is that permission of the instructor must be obtained. Those interested in this program should contact the Alumnae Office and request a copy of the current catalogue and information about procedures.

REGISTRATION

Registration for New and Continuing Students

Instructions for registration are distributed to students and available online.

Students are expected to register online during the registration times published in the College Calendar. Permission to register may be refused to students who do not observe the deadline for registration. Those students who have permission to register late will be assessed additional fees, as posted at the Registrar's Office.

Bills for tuition and fees (see page 22) are mailed before the beginning of the semester, and payment must be received by the deadline published in the College Calendar. In addition, any outstanding debts to the College or University, including library fines, must be paid before the student may register.

The final stage of the registration process is program filing (see below), which must be completed by the deadline published in the College Calendar. If for some compelling reason a student must enroll in less than a full-time program, the written permission of her Class Dean in the Office of the Dean of Studies is required.

Registration for Resumed Education Students

Resumed Education students are those Barnard students who have been away from the College for five years or more and are returning to complete the A.B. degree requirements and those Barnard graduates who are returning to the College to take additional course work. Resumed Education students are subject to regular registration procedures and deadlines.

Enrollment in Columbia University Courses

Many courses offered in other divisions of the University are open to qualified Barnard students; those cross-listed in the Barnard Catalogue do not normally need special approval; no undergraduate courses listed in the Columbia College bulletin need special approval unless so indicated in the course description. Other courses not cross-listed in the Barnard Catalogue may require divisional or instructor's approval in addition to the approval of the student's academic adviser. Columbia University courses are entered on the Barnard program; specific instructions are distributed. The student is expected to have reviewed the course description and prerequisites before consulting an adviser, to determine for herself whether she is eligible to enroll.

Certain Columbia courses are limited in enrollment. Barnard students wishing to register in such courses must take part in the limited-enrollment procedures.

All Teachers College courses require approval of the Barnard Dean of Studies by submission of an approval form during the first week of the term, and also require payment of Teachers College tuition charges over and above Barnard tuition.

STUDENT PROGRAMS

Program Filing

The list of courses for which the student is enrolled each semester is known as the student's program.

Each student is required to schedule and attend a program-planning meeting with her adviser before the end of each semester (see College Calendar) and to consider carefully and seriously her selection of courses for the following semester.

During the program-planning period, various departments post sign-up sheets for laboratory courses, sectioned courses, and limited-size courses. A student who wishes to enroll in such a course or courses must enter her name on these sheets to ensure a place for the following semester. Each student files her program online through the Registrar's web site by the stated deadline. The program is finalized only upon receipt of her adviser's approval, also by the deadline.

There is **no refund** issued for courses dropped after the published deadline for program filing, and any part-time program filed after that date will be assessed full tuition.

Note: the deadline for submission of programs is separate from, and somewhat later than, the registration deadline (see College Calendar). Programs filed late must be approved by each instructor and the Committee on Programs and Academic Standing, and will be assessed additional fees, which will be posted at the Registrar's Office. A student who neglects to file a program is subject to academic probation.

Adjustment of Fees and Refunds for Changing Program of Study

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be refunded the excess only if the alteration of her program is made by September 12 (last day of program filing) in the autumn term and by January 30 in the spring term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

Schedule of Classes and Room Assignments

Class times and room numbers are published in the printed Schedule of Classes, which is also available on Columbia's web site. Final information on changes in Barnard-taught courses (class times and rooms) is posted at the Registrar's Office and on the Barnard and Columbia web sites. Disabled students needing wheelchair-accessible classrooms should provide this information to the Registrar during program planning.

Courses with Limited Enrollment

Enrollment in certain Barnard and Columbia courses is strictly limited and students must follow specified procedures to secure places in these courses.

Adding Courses

Courses may not be added after the deadline for filing academic programs. Up to that deadline, the student may add courses online. Adding a course requires the online approval, or the signature on an Add form, of the student's adviser.

Dropping Courses

Courses may be dropped by submission of an Application to Drop a Course, available at the Office of the Registrar. The form requires the written approval of the student's adviser and must be returned to the Office of the Registrar before the deadline published in the College Calendar. Courses dropped by the deadline will not be recorded on the permanent transcript. If withdrawal from a course is approved after the deadline to drop and by the deadline to withdraw, the course will be recorded on the permanent transcript with the notation W (Withdrawal). Action on any course which ends prior to the above dates must be taken before the last class meeting. No adjustment of fees (including any laboratory fees) is made for any course dropped after the deadline for program filing.

Attendance

Students are expected to attend classes regularly. Frequent or prolonged absences from classes may cause a student to forfeit the right to complete coursework or to take final examinations. A prolonged or serious illness is considered an excuse for absence only if the student files a statement signed by her physician with the Office of Health Services immediately upon her return to a regular attendance schedule.

Policy on Religious Holidays

It is the policy of Barnard College to respect its members' observances of their major religious holidays. Conflicts with such holidays will normally be avoided in the scheduling of required academic activities and essential services, including registration deadlines that are part of the academic calendar, and final examinations.

In any instance of unforeseen or unavoidable scheduling conflict, student and instructor will work out suitable arrangements for satisfaction of academic requirements; in some instances, consultation with a dean or director may be appropriate. A listing of major religious holidays is distributed before the Autumn term to all faculty and administrators.

Length of Residence

Students are expected to be registered full-time (12 points minimum) for four years. Transfer students must complete at least 60 points and two years full-time in residence at Barnard to receive the degree (see below for additional information). Under certain conditions, it is possible for a senior to complete her work for the degree while registered in absentia, with the permission of the Committee on Programs and Academic Standing.

Classification of Students

Students are classified as follows:

Matriculated	Points completed
First-Year	fewer than 24
Sophomore	24–51
Junior	52–85
Senior	86 or more
Unclassified	transfer students who have not yet been assigned credit

Non-matriculated:

- Other college degree candidates (visiting students)
- Barnard alumnae auditing courses
- Barnard alumnae taking courses for credit
- Any other student who is not a degree candidate

A degree candidate (i.e., a student who is matriculated) is expected to be enrolled for at least 12 points each term and may not change her status to non-matriculated.

Filing of Diploma Name Cards

The Diploma Name Card, available online and in the Office of the Registrar, is the student's official notification to the Registrar that she expects to have completed all requirements for the degree and to receive the diploma on a particular graduation date. Degrees are granted in May, October, and February. Graduation ceremonies are held in February and May.

Withdrawal and Readmission

A student not subject to discipline for infraction of College rules may withdraw from the College during the semester by submitting a “Notice of Withdrawal” form to the Office of the Dean of Studies before the withdrawal deadline. If the student withdraws during the semester without submitting the proper notification, the term’s work is subject to a grade of UW. (For information on partial refund of tuition, see page 24.) A student who plans to withdraw following the completion of a term must also file the appropriate form in the Office of the Dean of Studies. Withdrawals should be discussed with a student’s academic adviser and Class Dean in advance of submitting the form. Confirmation of the withdrawal, and procedures and conditions for readmission, will be sent to the student upon receipt of the Intention to Withdraw form.

Readmission of students who have withdrawn from (or been withdrawn by) the College for non-academic reasons, including health or disciplinary reasons, will be considered by the Committee on Evaluation, composed of representatives from the Offices of Residence Life, Dean of Studies, Counseling Services, and Disability Services.

Students who wish to request readmission to the College must submit a letter to the Dean of Studies, with reasons for the request, by April 1 for an autumn term return and by November 1 for a spring term return. A Health Services evaluation and recommendation is usually required for Committee consideration.

The Evaluation Committee also meets regularly throughout the academic year to discuss issues concerning students who are experiencing difficulties in academic, residential, and extracurricular life at the College. The Committee identifies available support services both on- and off-campus in order to assist students encountering difficulties. Finally, as needed, it considers the advisability of a student’s withdrawal from the College for non-academic reasons. A description of the Committee and its procedures is available in the offices of the Dean of Studies.

Exceptions to College Regulations

Requests by students for exceptions to college regulations governing the awarding of academic credit and requirements for the degree may be addressed to the Faculty Committee on Programs and Academic Standing. Petition forms are available at the Office of the Registrar and should be returned there. Requests that bear the appropriate signatures of advisers and instructors normally receive consideration within two weeks of their submission.

EXAMINATIONS

Language Placement Examinations

The foreign language requirement can be met by completing the required courses at Barnard (for individual languages see departmental curriculum statements), or by a College Entrance Examination Board (CEEB) score of 781 (700 or above in Hebrew), or, for transfer students, by having completed acceptable qualifying language courses.

Transfer Students

A transfer student who has a CEEB score is placed according to that score alone, if she has had no previous college language courses. The determination is made according to the provisions of an established scale (see page 38). A transfer student who has no CEEB score or previous college language courses must, if she wishes to continue with a particular language, take a placement test. Transfer students who are not required to take an examination are notified of language placement along with the evaluation of their transfer credit.

First-Year Students

First-year students are placed (or exempted) on the basis of their CEEB scores. Those with no scores who wish to continue languages studied in high school take placement examinations. The Class Dean advises all new first-year students of their language requirements.

Summer School Language Courses

Students, other than incoming transfer or first-year students, who take summer language courses and wish exemption or placement in their continuing language studies must take a language placement examination or secure departmental approval to receive degree credit and enter at a higher level.

A student who does not wish to continue with a language in which she has been placed may begin the study of a new language.

Information about Language Placement Examinations is available at the Office of the Registrar; the examination dates are published in the College Calendar. The examinations are evaluated and placement is made by the appropriate departments. Results are available at the Office of the Registrar.

Other Departmental Placement Examinations

Students may obtain exemption from or placement in certain courses by means of departmental placement examinations (for example, in the Mathematics and Physics departments). Information and applications for the examinations are available in departmental offices, and deadlines are particular to each department.

Make-Up Examinations During the Term

Instructors are not required to give make-up examinations to students absent from previously announced tests during the term. An instructor who is willing to give a make-up test may request a report of illness or acceptable evidence of other extenuating circumstances from the appropriate class dean in the Office of the Dean of Studies.

Final Examinations

No class meetings will be held on required reading days as set forth in the College Calendar. The dates for final examinations, given at the end of each term, are published in the College Calendar. Exact times and room numbers for individual examinations are sent to each student and instructor, and posted on the web site of the Office of the Registrar, at least two weeks in advance of final examinations.

Barnard examinations are given under the Honor Code, which states that a student should not ask for, give, or receive help in examinations, nor should she use papers or books in a manner not authorized by the instructor. She should not present work that is not entirely her own except in such a way as may be approved by the instructor. The Honor Code further implies that any student or member of the faculty who has firsthand knowledge of a violation of these rules has an obligation to report it to the Dean of Studies or Honor Board.

A student who wishes to leave the room before the end of the examination period will submit her blue books to the instructor. If a student becomes ill during the course of the examination, she must notify the instructor and go to the College Physician, Brooks Hall, Lower Level. If less than an hour has expired, a grade of DEF will be recorded on the transcript and she will take a deferred examination. If a student remains for more than one hour of a three-hour examination or more than 40 minutes of a two-hour examination, she will be graded on the work she has completed, with the uncompleted work scored as 0.

Deferred Final Examinations

Deferred final examinations, given in September and January (see College Calendar), are open only to those students who were absent from the regular examinations for reasons of illness or emergency and who have received authorization from their instructors and the Office of the Dean of Studies.

Requests for absence from final exams for reasons of health or other emergencies must be reported to the instructor and to the Office of the Dean of Studies in person or by telephone on the day of the examination.

Examinations missed in December are to be taken the following January or, in cases of prolonged illness, in September of the same year. Those missed in May are to be taken in September of the same year. If a student absents herself without a compelling and valid excuse from a final or deferred examination, she will receive a grade of zero for that examination. Applications for deferred examinations are filed with the Office of the Registrar. A payment of a \$10 handling fee for each examination must accompany the application.

Examinations for Students with Disabilities

Individual arrangements can be made for disabled students unable to take examinations in the usual manner. Disabled students are normally expected to take their exams with the rest of the class, with disability-related modifications as needed. Students with disabilities who require nonstandard administration should consult with their instructors and the Director for Disability Services about reasonable accommodations. Students should obtain copies of the Test Accommodations Form in Room 7 Milbank and return them at the beginning of each semester.

GRADING AND ACADEMIC HONORS

Grading System

Academic standing and eligibility for graduation are determined by both the number of courses completed and the grades achieved. The system used at Barnard is as follows:

A+, A, A-	Excellent
B+, B, B-	Good
C+, C	Satisfactory
C-, D	Unsatisfactory but passing
F	Failure
P	Passed without a specific grade on student's election of P/D/F option
P*	Passed in a course for which only a grade of P or F is allowed
I	Incomplete
X	Absence from final examination
Y	For the first half of a two-semester course in which the grade for the second semester is the grade for the entire course
W	Approved withdrawal after "drop" deadline
UW	Withdrawal from a course without official notification to Registrar

Pass/Fail grades are recorded for all students in certain courses, e.g., physical education. Pass/Fail grades for individual students are subject to regulations described below.

In the computation of grade point averages, marks for courses are awarded on the following scale:

A+ = 4.3	B+ = 3.3	C+ = 2.3	D = 1.0
A = 4.0	B = 3.0	C = 2.0	F = 0
A- = 3.7	B- = 2.7	C- = 1.7	

In order to be recommended for the degree, a student must maintain a cumulative average of 2.0 (C) for 120 or more points completed with passing grades. At the end of each term all records are examined. Normally only those students who have completed 12 points with cumulative averages of 2.0 or above are permitted to remain in college. Students whose work falls below the cumulative average of 2.0 may be permitted to continue at Barnard with probationary conditions at the discretion of the Committee on Programs and Academic Standing.

Courses in which the student receives the grade of D may not be counted toward the major requirement or the minor option. Required courses graded D that must be retaken for a higher grade to satisfy requirements for the major or minor will not receive degree credit when repeated. Both enrollments and grades appear on the transcript.

Grade Reports

Grades are available to students online. Following graduation, a cumulative grade report of all the student's work at Barnard is sent to her home address. The cumulative grade report is an unofficial transcript for which there is no charge. A student may request that her grade reports be sent to her parent(s) or guardian by filing a permission card with the Registrar. Parents who have established their daughter's status as a dependent may receive transcripts of her grades without her consent by writing to the Registrar and enclosing "evidence that the parents declare the student as a dependent on their most recent Federal Income Tax Form" (FERPA). If the student wishes additional transcripts, a charge of \$3 per copy will apply. (See Transcripts, page 60.)

Pass/D/Fail Option

A student may elect the Pass/D/Fail option by submitting a Request for Pass/D/Fail form to the Office of the Registrar before the absolutely firm deadline published in the College Calendar. The forms are available at the Office of the Registrar about two weeks before the deadline. Under the Pass/D/Fail option the student is held responsible for fulfilling all course requirements. A passing letter grade in the range of A, B, or C reported by the instructor is converted to P by the Office of the Registrar. A grade of D or F is not converted.

Some courses record Pass/Fail grades for all students enrolled, e.g., ENGL BC 3191. Of the 120 points (122 points for students entering Autumn 2003) required for the degree, a maximum of 21 points of course work may receive a grade of Pass, whether elected or mandated (e.g., ENGL BC 3191). The P/D/F option cannot be elected for First-Year English or any course designated to count toward the major or the minor.

No limitation is placed on the number of Pass grades that may be recorded in a single term, except those rules that apply to Dean's List, to eligibility for financial aid, and to the overall 21-point maximum.

Grades of P are not included in the grade point average. Grades of D or F, whether or not received under the Pass/D/Fail option, are computed. If the total number of points excluded from calculation in the grade point average exceeds 34, a sliding scale requiring higher qualifying averages is used to determine eligibility for general honors at graduation. (Like courses graded Pass, points credited for AP, baccalaureates, some transfer work, and all summer courses are not calculated in the Barnard grade point average.)

The request for a course to be graded under the Pass/D/Fail option is irreversible. Subsequent change to a letter grade will not be allowed, and the option may not be elected retroactively. Information on the grade assigned to a course taken Pass/D/Fail will not be released to the student.

Incompletes

A student may for compelling reasons request from her instructor an Incomplete by means of written approval on forms available at the Office of the Registrar. The deadline for filing the Application for Incomplete is the last day of the reading period. However, in a course without a final examination, the deadline is the day before the final paper is due if that date precedes the last day of the reading period.

There are two Incomplete options. The "Early Incomplete" option requires submission of unfinished work to the Registrar soon after the end of the term by the date designated in the College Calendar and results in the removal of the "I" notation from the transcript. The second option extends the deadline to the first day of classes for the next Autumn term, but the "I" notation remains on the permanent transcript and is joined by the final letter grade. The full regulations that apply to Incompletes are listed on the Application for Incomplete form available at the Office of the Registrar. A student must have the permission of her instructor to qualify for an Incomplete, and she is required to use the form, which is a written guarantee of the terms set forth in it by the instructor.

Eligibility for Student Government Offices

To be a candidate for election to a student government office, a student must be in good academic standing and free of disciplinary action for at least one year.

Eligibility for Intercollegiate Athletics

Any student at Barnard College, Columbia College, the Fu Foundation School of Engineering and Applied Science, or the School of General Studies who is pursuing the undergraduate program or a combined program toward a first degree is eligible for intercollegiate athletics, provided that certain conditions are met. To be eligible for athletic activities, a student must

- be a candidate for a bachelor's degree;
- be registered for at least 12 points of credit per semester;
- be in satisfactory academic standing;
- have passed by the beginning of the academic year 24 points if in the second year, 52 points if in the third year, or 86 points if in the fourth year;
- have attended the University for not more than eight terms;
- not have completed the requirements for a bachelor's degree.

An eligibility form must be filed with the Director of Athletics, who consults with the Registrar to determine eligibility. Questions about eligibility should be referred to the Dean of Studies.

Dean's List

The Dean's List, which includes the names of students who deserve special mention for scholarship, is compiled at the end of each academic year. To be eligible, a student must be enrolled at Barnard for both terms and complete at least 12 letter-graded points each term with a minimum grade point average of 3.4 for the academic year. (P-graded points are excluded.) Her grade point average will be based on all her letter grades in the A to F range.

Transcripts

Transcripts are ordered by written request to the transcript assistant in the Office of the Registrar. An official Transcript Request Form is available, but the request may also be made by letter, provided that the letter includes the following: student's name (and her name at Barnard, if different) and Social Security number or Barnard identification number, dates of attendance at Barnard, purpose of the transcript, number of copies desired, specifications as to whether the transcript should or should not be delayed until the latest semester's grades have been entered, name(s) and address(es) to which the transcript is to be sent, the student's full signature, and a \$3 check or money order for each transcript ordered. Official copies of transcripts (those bearing the seal of the College) can be sent only to academic institutions, business organizations, and government offices. Unofficial copies of transcripts may be sent to the student. All copies of transcripts, official and unofficial, are sent only at the written request of the student, and are subject to the \$3 fee. There is no charge, however, for a transcript sent to a division of the University. Barnard will not send copies of transcripts from other schools; they must be requested directly from the institutions attended.

Honors

The Faculty awards honors to students who complete work for the degree with distinction (*cum laude*), with high distinction (*magna cum laude*), and with highest distinction (*summa cum laude*). Students whose records include study at other institutions will be eligible for honors if both the overall and the Barnard grade point averages meet the designated requirements. Grades for summer work are included. If the total number of

points for courses graded P or P*, and for transfer grades that do not have Barnard equivalents, exceeds 34 of the 120 points for the degree, the qualifying averages are computed on a sliding scale. Departmental honors are awarded to a small percentage of eligible graduates nominated by their departments for distinguished work in their major fields.

Phi Beta Kappa

The Barnard section of the Columbia University chapter of Phi Beta Kappa was founded in 1901. Election to the national honor society is a recognition of scholarship, and Barnard students of exceptionally high standing are eligible. Junior election will require a minimum of 86 completed points, and senior election, 102. Students do not apply for membership; they are elected by Barnard faculty members who are themselves members of Phi Beta Kappa.

COURSES OF INSTRUCTION

The Curriculum

All academic programs listed are planned for 2003–04; their listing in this catalogue is not a guarantee of their availability, and the College may revise its degree requirements from time to time.

Courses of Instruction

Course descriptions will be found in the following pages. Room assignments and all other registration information are published in a separate bulletin and online.

Autumn term courses are followed by an x; spring term courses are followed by a y.

Indivisible **Barnard** courses that run throughout the year are marked with a dash between the numerals (e.g., SPAN V1101–V1102). No credit is given for work in an indivisible course dropped at mid-year without the written consent of the instructor and department chair and the approval of the Committee on Programs and Academic Standing. The first semester of elementary language, whether taken at Barnard or elsewhere, normally does not receive degree credit unless the second semester is completed. However, a single exception to this rule is allowed upon written request to the Registrar.

Divisible Barnard courses, which run throughout the year, are marked with a comma between the numerals (e.g., Environmental Science BC 1001x, BC 1002y). The first half of such courses may be taken separately. Admission to the second half without completion of the first half is granted only with written permission of the instructor. Certain courses are offered in both Autumn and Spring terms (Economics BC 1001x, BC 1001y) and may be taken in either term.

The following alphabetical prefixes designate the division of the university for whose students the course is primarily offered or indicate joint courses. The aforementioned guidelines regarding dashes and commas between course numbers for BC courses do not necessarily apply to courses offered by other faculties.

BC – Barnard College

C – Columbia College

F – School of General Studies

G – Graduate School of Arts and Sciences

H – Columbia University in Paris

R – School of the Arts

V – Joint undergraduate course (Barnard with Columbia College and/or the School of General Studies)

W – Other inter-faculty course

The level of the course is generally as follows:

1000–3999 Undergraduate

4000–4999 Advanced undergraduate and first-year graduate

5000–8999 Graduate, normally not open to undergraduates

AMERICAN STUDIES

412 Lehman Hall

854-1935

www.barnard.edu/amstud

This program is supervised by the Committee on American Studies:

Assistant Professor of History: Kathryn Jay (Director)

Professor of Anthropology: Nan Rothschild

Assistant Professor of Art History: Elizabeth Hutchinson

Professor of Economics: David Weiman

Professor of English: William Sharpe

Associate Professor of English: Lisa Gordis

Assistant Professors of English: Jenny Kassanoff, Monica Miller

Professors of History: Robert A. McCaughey¹, Rosalind Rosenberg², Mark C. Carnes

Assistant Professors of History: Owen Gutfreund², Thaddeus Russell (Term)

Professor of Religion: Randall Balmer

Professor of Sociology: Jonathan Rieder

¹Absent on leave Spring term.

²Absent on leave 2003–04.

The American Studies Program offers an interdisciplinary major for students who want to study the society and culture(s) of the United States by focusing on a central subject, theme, or set of questions.

THEMES

In consultation with the program director, each student chooses an adviser from among several departments and works closely with the program director and her adviser to define a thematic concentration within the major. For example, a student might define her concentration as:

Gender and American Culture

The Asian-American Experience

Race, Ethnicity, and National Identity

Mass Media and Social Change in American Society

Culture and Politics in 20th-Century America

19th-Century American History and Literature

Community in American Society

Required courses in American history and literature, as well as the junior colloquium and senior seminar, offer a solid foundation for interdisciplinary study.

Prospective majors must see the program director for more information about structuring concentrations and for help in selecting an adviser. The program director can provide examples of possible programs and access to a file of syllabi from American Studies courses in other departments. Both Barnard and Columbia College courses will satisfy major requirements.

REQUIREMENTS FOR THE MAJOR

The American Studies major requires a minimum of 12 courses:

1. Two-semester sequence *American History Survey*, HIST BC 1401 and 1402. Majors are urged to complete this requirement by the sophomore year. This requirement

may be waived for those with scores of 4 (waives one semester) or 5 (waives both semesters) on the Advanced Placement Exam. Those students should substitute upper-level American history courses.

2. One semester of the *American Literature* sequence (ENGL BC 3179, 3180, 3181, 3182).
3. Junior Colloquium: *Cultural Approaches to the Past*, AMST BC 3401 (offered only in Autumn term).
4. *Senior Seminar* (AMST BC 3703 and 3704). In some cases, a senior seminar sequence in one of the departments may be substituted for AMST BC 3703 and 3704.
5. A set of at least six courses organized around a theme or subject. One of the six courses must be a seminar or colloquium. The program director and adviser must approve both the theme and the set of courses the student selects for the concentration.

No minor is offered in American Studies.

COURSES OF INSTRUCTION

AMST BC 3401x

Colloquium in American Studies: Cultural Approaches to the Past

An introduction to the theoretical approaches of American Studies, as well as the methods and materials used in the interdisciplinary study of American society. Through close reading of a variety of texts (e.g., novels, films, essays), we will analyze the creation, maintenance, and transmission of cultural meaning within American society.

4 points.

AMST BC 3703x, 3704y

Senior Seminar

Individual research on topic related to major thematic concentration and preparation of senior thesis. —Staff
Enrollment limited to senior majors.

4 points.

AMST BC 3999x, y

Independent Research

—Staff

3 or 4 points.

American Studies Courses in Other Departments

The following list is a representative sample of courses typically offered in a given year. Students should consult appropriate department listings for complete information about these courses and other offerings in American Studies:

Anthropology

V 3038x	<i>Ethnicity and Race</i>
V 3044x	<i>Symbolic Anthropology</i>
V 3070x	<i>Archaeology of Cities</i>
BC 3868x	<i>Ethnographic Field Research in New York City</i>
V 3918x	<i>Asian-American Communities</i>
V 3955y	<i>Colloquium: The Ethnographic Imagination</i>
V 3960y	<i>The Culture of Public Art and Display in New York City</i>
V 3967y	<i>U.S. Cultural Formations of the 20th Century</i>
V 3969x	<i>Specters of Culture</i>
V 3985x	<i>Ethnicity, Class, and Race</i>
W 4625x	<i>Anthropology and Film</i>

Art History

- BC 3642 *American Art and Culture*
 V 3673x *History of Photography*

Asian and Middle Eastern Cultures

- V 3915y *Asians in America*

Dance

- BC 1247 *Jazz Dance I*
 BC 2248 *Jazz Dance II*
 BC 3249 *Advanced Jazz (all three required for credit)*
 BC 2566y *History of Dance: Renaissance to Present*
 BC 2570y *Dance in New York City*
 BC 3574x *Contemporary Choreographers and Their Works*

Economics

- BC 2010y *The Economics of Gender*
 BC 3013x *Economic History of the United States*
 BC 3019y *Labor Economics*

Education

- BC 2032x *Contemporary Issues in Education*

Environmental Science

- BC 3023y *The Hudson River Valley Environment*
 BC 3040x *Environmental Law, Policy, and Decision Making*

English

- BC 3140x Sec. 2 *Explorations of Black Literature: 1760–1890*
 BC 3140x Sec. 3 *Poetry Movements since the 1950s*
 BC 3140x Sec. 4 *Imaging and Imagining Black Men in 20th-century Literature and Culture*
 ENWS BC 3144y *Minority Women Writers in the United States*
 BC 3179x *American Literature to 1800*
 BC 3180y *American Literature: 1800–1870*
 BC 3181x *American Literature: 1871–1945*
 BC 3182y *American Fiction*
 BC 3183x *American Literature since 1945*
 BC 3184y *House and Home in American Culture*
 BC 3185x *Modern British and American Poetry*
 BC 3195x *Postmodern Literature*
 BC 3997x Sec. 4 *19th-Century American Women Writers*
 BC 3998y Sec. 3 *Black Stereotypes and Racial Performance*
 BC 3998y Sec. 6 *Shores of Refuge: Literature of the Jewish-American Experience in the 20th Century*
 BC 3998y Sec. 4 *The Family in Turn-of-the-Century American Fiction*

French

- BC 3047y *Topics in French and Francophone Culture: Negritude*
 BC 3048y *Topics in Theory and Literary Criticism: Critical Theory*

History

- BC 1401x *American Civilization to the Civil War*
 BC 1402x *American Civilization since the Civil War*
 BC 3445y *America Sports History*

BC 3469x	<i>Modern American Social Movements</i>
BC 3567x	<i>American Women in the 20th Century</i>
BC 3466x	<i>American Intellectual History since 1865</i>
BC 3457y	<i>A Social History of Columbia University</i>
BC 3496y	<i>History of American Cities</i>
BC 4490y	<i>America in the 1950s</i>
BC 4546y	<i>The 14th Amendment and Its Uses</i>
W 4603y	<i>The American Revolution</i>

Music

V 3170x	<i>Studying Contemporary Popular Music</i>
V 3470y	<i>Issues in Rock Music and Rock Culture</i>

Pan-African Studies

BC 3005x	<i>Introduction to Caribbean Societies</i>
BC 3103y	<i>Comparative Caribbean Women's Literature</i>

Philosophy

BC 3720y	<i>Ethics and Medicine</i>
BC 3751x	<i>Political Philosophy</i>
BC 3758x	<i>Philosophy of Education</i>
BC 3780x	<i>Philosophy of Law</i>

Political Science

BC 1001xy	<i>Dynamics of American Politics</i>
BC 3200y	<i>American Political Development, 1789–1980</i>
BC 3300x	<i>Colloquium on Political Participation and Democracy</i>
BC 3301x	<i>Colloquium on Women as Voters, Candidates, and Leaders</i>
BC 3302y	<i>Colloquium on First Amendment Values</i>
V 3313x	<i>American Urban Politics</i>
BC 3326x	<i>Civil Rights and Liberties</i>
BC 3331y	<i>American Political Decision Making</i>
BC 3335y	<i>Mass Media and American Democracy</i>
W 4311x	<i>American Parties and Elections</i>
W 4316x	<i>The American Presidency</i>

Religion

V 3503y	<i>Religion and American Culture</i>
V 3755x	<i>African-American Religion</i>
V 3803	<i>Native American Religions</i>

Sociology

BC 1003y	<i>Introduction to Sociology</i>
V 3200x	<i>Gender, Class, and Race</i>
V 3206x	<i>Race, Culture, and Identity in the Contemporary United States</i>
V 3217y	<i>Law and Society</i>
V 3225y	<i>The Sociology of Education</i>
V 3228x	<i>The Sociology of Medicine</i>
V 3247y	<i>The Immigrant Experience, Old and New</i>
BC 3250y	<i>Sociology of Jewish Life in America</i>
W 3270x	<i>Mass Media/Popular Culture</i>
V 3324y	<i>Poverty, Inequality, and Policy: A Sociological Perspective</i>

BC 3302	<i>Sociology of Gender Roles</i>
V 3330x	<i>Asian-American Gender and Sexuality</i>
V 3350x	<i>Religion and Social Change</i>
BC 3904y	<i>Music and Society: Calypso and Reggae</i>

Spanish

BC 3002x Sec. 3	<i>Hispanics in the United States</i>
BC 3115	<i>Latin-American Culture I</i>
SPWBC 3204x	<i>Latina Literature</i>

Urban Studies

V 3545x	<i>Junior Colloquium on Urban Studies: Shaping of the Modern City</i>
V 3546y	<i>Junior Colloquium on Urban Studies: Contemporary Urban Problems</i>
V 3550x	<i>Community Building and Economic Development</i>

Women's Studies

V 1001x	<i>Introduction to Women's and Gender Studies</i>
V 3111xy	<i>Feminist Texts I: Wollstonecraft to Beauvoir</i>
V 3112xy	<i>Feminist Texts II: Beauvoir to the Present</i>
BC 3120x	<i>Lesbian Texts</i>
V 3121x	<i>Black Women in America</i>
BC 3130x	<i>Discourses of Desire: Introduction to Gay and Lesbian Studies</i>
V 3131y	<i>Women and Science</i>
BC 3136x	<i>Asian-American Women</i>
V 3311x	<i>Colloquium in Feminist Theory</i>
V 3312y	<i>Theorizing Women's Activism</i>
W 4300x Sec.1	<i>The Search for Self—20th-Century U.S. Jewish Writers, Part 1: 1900–1939</i>
W 4300x Sec.3	<i>Queer Pictures</i>

ANCIENT STUDIES

216 Milbank Hall

854-2852

www.barnard.edu/acad/classics

This program is supervised by the Committee on Ancient Studies:

Professor of Classics: Helene Foley (Representative for Barnard)

Professor of Classics (Columbia): Gareth Williams (Representative for Columbia)

Assistant Professor of Classics: Katharina Volk (Representative for Columbia)

Professor of History (Columbia): William Harris

Ancient Studies is designed to allow the student to explore various aspects of the ancient Mediterranean and Mesopotamian cultures while concentrating on one of these major civilizations. By studying these cultures in several academic disciplines the student will acquire a general knowledge and a context for her area of specialization. At Barnard and in the University a very large number of courses pertaining to antiquity are offered each year, and the program prepares an annual list to aid students in making their selections. This list may be obtained from the Representative for Barnard or the Barnard Classics web site.

REQUIREMENTS FOR THE MAJOR

Each student, after consultation with the Representative for Barnard, chooses an adviser whose field is closely related to her own and with whom she will do her senior reading. The programs of all the students are reviewed by the Ancient Studies Committee, in order to maintain control and a sense of collective enterprise.

A total of 36 points are required in the major, including at least four courses in one geographical area or period; courses in at least three departments (to ensure proper interdisciplinary training and experience); the elementary sequence of a relevant ancient language; the appropriate history course; and at least the first semester of ANCS V 3998, V 3999.

In some cases, a senior seminar in one of the departments or ANCS V 3995 may be substituted for ANCS V 3998, V 3999. Ancient language courses may be used toward the major requirement; however, where a second ancient language is offered, one second-year sequence must be offered for a student to gain credit for the first year.

No minor is offered in Ancient Studies.

COURSES OF INSTRUCTION

ANCS V 3997_{x,y}

Directed Readings in Ancient Studies

A program of readings in some aspect of Ancient Studies, supervised by an appropriate faculty member chosen from the departments offering Ancient Studies courses. Testing by a series of essays, one long paper, or oral or written examination(s). —Staff

Permission of the departmental representative required.

3 points.

ANCS V 3995x

Senior Seminar in Ancient Studies

Topic for 2003–04: Hellenistic and Roman Egypt. The topic changes from year to year but is always broad enough to accommodate students from different disciplines. For all Ancient Studies majors but also open to advanced undergraduate students in Classics, History, Art History and Archaeology, and other related disciplines. —R. Bagnall

3 points. M 2:10–4:00

ANCS V 3998x, y, 3999y

Directed Research in Ancient Studies

A program of research in Ancient Studies. Research paper required. For 3999y, the topic must be submitted to the departmental representative and the appropriate adviser decided upon by November 15 of the semester preceding that in which the student will be enrolled in the course. For 3998x, the corresponding deadline will be April 1 of the semester preceding that in which the student will be enrolled in the course. The student and the departmental representative will request supervision of the research paper from an appropriate faculty member in a department offering Ancient Studies courses. —Staff

Permission of the departmental representative required.

3 points.

A list of other relevant courses of instruction in Classics, History, Art History, Architecture, Philosophy, Religion, and Ancient Languages offered in 2003–04 may be obtained from the Representative for Barnard or on the Classics and Ancient Studies web site.

ANTHROPOLOGY

411 Milbank Hall

854-4315, 9389

www.barnard.edu/anthro

Professors: Nan Rothschild (Ann Whitney Olin Professor and Chair), Judith Shapiro (President)

Associate Professors: Lesley Sharp³, Maxine Weisgrau (Term)

Assistant Professors: Nadia Abu El-Haj, Brian Larkin, Paige West

Other officers of the University offering courses listed below:

Professors: Lila Abu-Lughod², Partha Chatterjee², Myron Cohen³, Terence D'Altroy, E. Valentine Daniel, Nicholas Dirks, Ralph Holloway, Mahmoud Mamdani², Don J. Melnick, Brinkley Messick, Rosalind Morris, Sherry Ortner¹, Michael Taussig

Associate Professors: Elaine Combs-Schilling, Marina Cords, Marilyn Ivy, John Pemberton, David Scott

Assistant Professors: Nicholas De Genova¹, Lynn Meskell, Neni Panourgia, Sandhya Shukla

¹Absent on leave Autumn term.

²Absent on leave Spring term.

³Absent on leave 2003–04.

Anthropology is the study of the biological and cultural development of the human species and of the variety of human societies and their cultures. The student majoring in this field will acquire an understanding of humans and their ways that is not bound by her own time and culture. In doing so, she will find herself drawing upon the literature of such diverse disciplines as genetics, archaeology, ethnography, linguistics, and the social sciences. Students with a degree in anthropology may undertake graduate and professional study in anthropology. They may also enter upon careers in other fields, such as development, education, government, journalism, labor organization, law, medicine, or social work administration, where the value of a training in anthropology is becoming increasingly recognized. The practical and applied dimensions of anthropology have increased significantly in recent years, and the profession attempts to serve many non-academic needs both in American society and in international organizations.

Several major museums and libraries in New York City offer exceptional opportunities for research. Various summer schools provide opportunities for research in archaeology and ethnography and, under certain circumstances, such work may be credited toward the Barnard degree. Students interested in cultural anthropology are encouraged, whenever possible, to conduct research in the New York area, or, during their summer vacations, in other localities.

All courses, except those limited to majors, satisfy the College's distribution requirements. Courses listed as W 4000 are open to majors, non-majors, and interested graduate students.

The department also cooperates with related programs such as American Studies, Foreign Area Studies, Pan-African Studies, Urban Studies, and Women's Studies, and with other departments offering, as an option to their majors, a four-course cluster in Anthropology. Arrangements for combined, double, joint, and special majors are made in consultation with the chair.

REQUIREMENTS FOR THE MAJOR

Every major is urged to acquire a general knowledge of three of the four fields of anthropology (cultural and physical anthropology, archaeology, and anthropological linguistics) and of their interrelationship. To this end, the student's program should be designed in consultation with her adviser as soon as possible after the declaration of the major. Continuing and frequent meetings with the adviser are encouraged.

Ten courses are required for the major, including:

ANTH V 1002 *The Interpretation of Culture*

and two of the following:

ANTH V 1007 *The Origins of Human Society*

ANTH V 1008 *The Rise of Civilization*

ANTH V 1009 *Introduction to Language and Culture*

ANTH V 1010 *The Human Species: Its Place in Nature*

plus:

ANTH V 3011 *Living in Society: Social Relations*

ANTH V 3041 *Theories of Culture: Past and Present*

and

BC 3871x–BC 3872y *Problems in Anthropological Research*

plus at least three other courses of the student's own choosing.

In consultation with advisers, programs will be designed to reflect the students' interests and plans—whether they intend to go on to graduate studies in anthropology, or expect to enter other fields.

It is strongly recommended that students who plan to major in socio-cultural anthropology take BC 3868y (*Ethnographic Field Research in New York City*) **before their senior year**. Many seniors choose to incorporate a fieldwork component in their thesis research and having some experience of field methods is extremely important. Those interested in other subdisciplines may wish to take this or another “methods” course and should consult their advisers.

Senior Essay

All students majoring in Anthropology are required to submit an essay of substantial length and scholarly depth. Such a paper will usually be written during the course of the Senior Seminar or, under special circumstances and with department approval, in one or two semesters of BC 3999x, y *Individual Projects*.

Double Majors

Students doing a double or joint major in Anthropology and another subject are required to register for a least one semester of BC 3871–BC 3872.

REQUIREMENTS FOR THE MINOR

The minor consists of five courses: ANTH V 1002; one of the following: V 1007, V 1008, V 1009, or V 1010; plus three other Anthropology courses selected in consultation with the chair.

Pre-law and premedical students who wish to minor in anthropology should seek the advice and approval of the department chair.

COURSES OF INSTRUCTION

General Courses

ANTH V 1002x, y

The Interpretation of Culture

The anthropological approach to the study of culture and human society. Using case studies from ethnography, the course explores the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies. —B. Larkin, P. West
3 points.

ANTH V 1007x

The Origins of Human Society

An archeological perspective on the earliest forms of human culture in the prehistoric past. Topics include: hominids sharing food; people living in a variety of environments whose economies range from foraging to early agriculture; and the origins of sedentism and social complexity. —N. Rothschild
3 points.

ANTH V 1008y

The Rise of Civilization

The rise of major civilizations in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, Mesoamerica, and Andean South America. —T. D'Altroy
3 points.

ANTH V 1009x

Introduction to Language and Culture

An introduction to the study of the production, interpretation, and reproduction of social meanings as expressed through language. In exploring language in relation to culture and society, the focus is on how communication informs and transforms the sociocultural environment. —Instructor TBA
3 points.

ANTH V 1010x

The Human Species: Its Place in Nature

Designed to acquaint students with a variety of scientific disciplines through the investigation of human evolution—specifically, Darwin's theory of evolution; Mendel's principles of inheritance; major patterns of organic evolution; primate behavior, ecology, and evolution; and the fossil remains and trends in human evolution. —M. Cords
3 points.

ANTH V 1011y

Behavioral Biology of the Living Primates

Study of non-human primate behavior from the perspective of phylogeny, adaptation, physiology and anatomy, and life history. Focuses on the four main problems primates face: finding appropriate food, avoiding being eaten themselves, reproducing in the face of competition, and dealing with social partners. —M. Cords

Prerequisite: V 1010.

3 points.

ANTH BC 1099x

Introduction to the Social Sciences at Barnard

An introduction to social science departments and faculty at Barnard. Faculty informally discuss their departments, disciplines, research methodologies, and interdisciplinary projects. Barnard graduates (social science majors) share their academic and career histories, discussing how undergraduate concentrations helped prepare them for their professional and personal lives.

—M. Weisgrau, J. Celwyn, M. Silverman and social science faculty.

1 point. Limited to 20.

Topical Courses

ANTH V 2002y

Ethnographic Imagination

An introduction to the theory and practice of “ethnography”—the intensive study of peoples’ lives as shaped by social relations, cultural images, and historical forces. Considers through critical reading of various kinds of texts (classic ethnographies, histories, journalism, novels, films) the ways in which understanding, interpreting, and representing the lived words of people—at home or abroad, in one place or transnationally, in the past or the present—can be accomplished. —S. Ortner
4 points.

ANTH V 2004x

Social and Cultural Theory

Designed to provide a broad perspective on a selection of key ideas pertaining to culture and society that have contributed to the construction of Sociocultural Anthropology as an academic discipline. Introduction to the skill of reading critically the works of theorists whose contributions to these ideas have been paramount. Includes Marx, Spencer, Weber, Durkheim, Tylor, Freud, Foucault, Malinowski, Leach, Levi-Strauss, Geertz, Sahlins, Williams, and Taussig. —M. Ivy.
3 points.

ANTH V 3004x

Introduction to Environmental Anthropology

Introduces the main theoretical approaches of environmental anthropology beginning with cultural ecology and covering eco-systematic models, environmental history, political ecology, and new approaches deriving from contemporary anthropological theory. Ethnographic material from Melanesia, Latin America, Africa, Asia, and the Middle East illustrates the theoretical material introduced. —P. West
3 points. Not offered in 2003–04.

ANTH V 3005y

Societies and Cultures of Africa

3 points. Not offered in 2003–04.

ANTH V 3009y

Peoples and Cultures of North Africa and the Middle East

3 points. Not offered in 2003–04.

ANTH V 3011x

Living in Society: Social Relations

Institutions of social life. Kinship and locality in the structuring of society. Monographs dealing with both literate and non-literate societies will be discussed in the context of anthropological fieldwork methods. —M. Weisgrau
Prerequisite: An introductory anthropology course.
3 points.

ANTH V 3014x

Societies and Cultures of East Asia

3 points. Not offered in 2003–04.

ANTH V 3015y

Chinese Society and Culture

3 points. Not offered in 2003–04.

ANTH V 3024y

Africa and Modernity: A Changing Continent

3 points. Not offered in 2003–04.

ANTH V 3035

Religion in Chinese Society

3 points. Not offered in 2003–04.

74 Anthropology

ANTH V 3036x **Peasant Societies**

3 points. Not offered in 2003–04.

ANTH V 3038x **Ethnicity and Race**

3 points. Not offered in 2003–04.

Anthropology–Women’s Studies ANW V 3039x **Women in Third World Development**

3 points. Not offered in 2003–04.

ANTH V 3041y **Theories of Culture: Past and Present**

Intellectual currents contributing to the development of anthropology as a discipline. Theoretical writings of the anthropological ancestors as well as those of current practitioners considered.

—N. Abu El-Haj

4 points.

ANTH V 3044x **Symbolic Anthropology**

3 points. Not offered in 2003–04.

ANTH V 3055x **Strategy of Archaeology**

3 points. Not offered in 2003–04.

ANTH V 3070y **The Study of Cities: An Ethno-Archaeological Perspective**

A consideration of cities from several points of view: a developmental and comparative perspective, looking at urban origins. Focus on New York City from its inception to the present, examining its spatial defined subunits (“neighborhoods”), structured by class and ethnicity. —N. Rothschild

3 points.

ANTH V 3116x **Gender and Social Changes in Latin America**

3 points. Not offered in 2003–04.

ANTH V 3117y **Latin America: Peoples, Cultures, Issues**

4 points. Not offered in 2003–04.

ANTH BC 3142x, y **Colloquium: Current Anthropological Theory**

4 points. Not offered in 2003–04.

ANTH V 3160y **The Body and Society**

3 points. Not offered in 2003–04.

ANTH W 3201y **Introductory Survey of Biological Anthropology**

Prerequisite: V 3201 or permission of the instructor.

4 points. Not offered in 2003–04.

ANTH W 3204y **Dynamics of Human Evolution**

Prerequisite: V 3201 or permission of the instructor.

4 points. Not offered in 2003–04.

ANTH V 3320y
Culture, Tourism, and Development
 3 points. *Not offered in 2003–04.*

ANTH V 3525x
Introduction to Asian History and Culture

Looks at four major aspects of contemporary South Asian societies: nationalism, religious reform, gender, and caste. The object is to provide a critical survey of the history as well as the continuing debates over these crucial themes of society, politics, and culture in South Asia. Readings include primary texts that were part of the original debates as well as secondary sources that represent the current scholarly assessment on these subjects. —P. Chatterjee
 3 points.

ANTH V 3700x
Colloquium: Anthropological Research Problems in Complex Societies
 4 points. *Not offered in 2003–04.*

ANTH BC 3868y
Ethnographic Field Research in New York City

A seminar-workshop on field research in New York City. Exploration of anthropological field research methods followed by supervised individual field research on selected topics in urban settings. —Instructor TBA
Recommended for majors prior to the senior year. Open to non-majors by permission of the instructor.
 4 points.

ANTH V 3910x
Colloquium: Transformation of Traditional Societies: China and France
 4 points. *Not offered in 2003–04.*

ANTH V 3913x
Reading Ethnography: Mainland Southeast Asia
Intended to satisfy the requirements for the major.
 4 points. *Not offered in 2003–04.*

ANTH V 3918x
Asian-American Communities
 4 points. *Not offered in 2003–04.*

ANTH V 3920x
Economy and Society in Prehistory
Introduction to archaeology or permission of the instructor required. Enrollment limited to 15 students.
 4 points. *Not offered in 2003–04.*

ANTH V 3922x
Colloquium: The Emergence of State Society

Examines the major theories that have been proposed since the mid-19th century for the formation of the world's earliest state societies. The theories range from early models of unilinear evolution to explanations based on socioeconomic or environmental prime movers, to recent multivariate, systematic, information management, culturalist, and ideological approaches.—T. D'Altroy
 4 points.

ANTH V 3930x
Archaeological Perspective on Cultural Evolution
 4 points. *Not offered in 2003–04.*

ANTH V 3931y

Social Life in Ancient Egypt

Taking the life cycle as its structure, examines the Egyptian life course from conception to death and burial. Also considers identity issues such as age, sex, ethnicity, status, sexuality, and life experience, drawing on the influences of social theory to interpret the Egyptian data. —L. Meskell
4 points.

ANTH V 3933x

Arabia Imagined

—B. Messick

Enrollment limited.

4 points. Not offered in 2003–04.

ANTH V 3936x

Madness and Civilization: Cross-cultural Perspectives

Prerequisite: One course in ANTH. Limited to 20 students.

4 points. Not offered in 2003–04.

ANTH V 3937y

Mass-Mediated Cultures

4 points. Not offered in 2003–04.

ANTH V 3938x

Colloquium: Culture and Performance

4 points. Not offered in 2003–04.

ANTH V 3939y

Millennial Futures: Mass Culture and Japan

—M. Ivy

4 points. Not offered in 2003–04.

ANTH V 3940x

Current Controversies in Primate Behavior and Ecology

4 points. Not offered in 2003–04.

ANTH V 3942x

Anthropological Study of Ritual

4 points. Not offered in 2003–04.

ANTH V 3943y

Youth and Identity Politics in Africa

Prerequisite: Permission of instructor required.

4 points. Not offered in 2003–04.

ANTH V 3946y

African Popular Culture

How are the realities of colonial and post-colonial African life expressed through the hybrid and vibrant world of African popular culture? Views popular culture as an arena of improvisation, where formal structures of politics and culture are reinvented and reimagined in forms of expressive culture. —B. Larkin

Prerequisite: Permission of instructor is required. Limited to 15 students.

4 points.

ANTH V 3947y

Text, Magic, and Performance

An examination of text and performance, as informed by magic and related articulations of power. Topics explored include: prophetic writing, historical inscription; divine kingship, cosmology, divination; colonial fiction, nationalist figuration; spirit possession, ritual sacrifice; mask performance, music, shadow theatre. Draws principally on Southeast Asian sources. Key concerns are subjectivity and repetition. —J. Pemberton

Permission of the instructor is required. Limited to 20 students.

4 points.

ANTH V 3949y

Sorcery and Magic

Limited enrollment of 20.

4 points. Not offered in 2003–04.

ANTH V 3950x

Anthropology of Consumption

Examines theories and ethnographies of consumption as well as the political economy of production and consumption. Compares historic and current consumptive practices; compares exchange-based economies with post-Fordist economies. Engages the work of Mauss, Marx, Godelier, Baudrillard, Appadurai, and Douglas, among others. —P. West

4 points. Tu 11:00–12:50

ANTH V 3951x

Pirates, Boys, and Capitalism

—M. Taussig

Enrollment limited.

4 points. Not offered in 2003–04.

ANTH V 3952y

Taboo and Transgression

—M. Taussig

4 points. Not offered in 2003–04.

ANTH V 3953y

Authorship and the Subject of Modernity

—R. Morris

Prerequisites: Permission of the instructor and at least one course in the ethnography of East or Southeast Asia, and/or one course in translation theory. Limited enrollment 12.

4 points. Not offered in 2003–04.

ANTH V 3954x

Bodies and Machines: Anthropologies of Technology

Enrollment limited to 20.

4 points. Not offered in 2003–04.

ANTH V 3958y

Crossing Borders: An Anthropology of Transnational Migration

Prerequisite: Majors/concentrators or permission of the instructor.

4 points. Not offered in 2003–04.

ANTH V 3960y

The Culture of Public Art and Display in NYC

A field course and seminar considering the aesthetic, political, and sociocultural aspects of selected city museums, public spaces, and window displays. —A. Alland

4 points.

ANTH V 3961y

Subsequent Performances

Explores the dynamic interaction between operatic compositions (especially Mozart's *Don Giovanni* and *The Marriage of Figaro*) and their subsequent performances, with particular emphasis on the cultural, political, and economic contexts that shape both the original composition and the following reproductions. Critical apparatus includes Abbate and Butler. —E. Combs-Schilling
Maximum 15 students; priority given to upper class anthropology and music majors; instructor's permission required. Students must attend operas outside of class time.
4 points.

ANTH 3962y

History and Memory

Examines the politics of memory at communal and personal levels, considering the ways in which the past is narrated in struggles to produce cohesive political claims, social groups, and (individual) subjects in the present. Incorporates readings in history, anthropology, psychoanalytic theory, and philosophy alongside novels and films. —N. Abu El-Haj
3 points

ANTH V 3965y

Colloquium: 20th-Century Cultural Theory

4 points. Not offered in 2003–04.

ANTH V 3967y

U.S. Cultural Formations of the 20th Century

4 points. Not offered in 2003–04.

ANTH V 3968x

Anthropological Controversies in the Public Eye

Prerequisite: Any 1000 level anthropology course. Limited to 20.
4 points. Not offered in 2003–04.

ANTH V 3969x

Specters of Culture

Pursues the spectral effects of culture in the modern. Through a consideration of anthropologically significant, primarily non-western sites and various domains of social creation—performance, ritual practice, narrative production, technological invention—traces the ghostly remainders of cultural machineries, circuitries of voice, and representational forms crucial to modern discourse networks. —J. Pemberton
4 points.

ANTH V 3970x

Biological Basis of Human Variation

—R. Holloway

Prerequisites: ANTH V 1010 and instructor's permission.
4 points. Not offered in 2003–04.

ANTH V 3971x

Environment and Cultural Behavior

Examines the idea of nature, interrogating its biological reality, cultural construction, and social production. Analyzes environmental conservation projects as rich sites for the naturalizing of race, class, gender, and nature. —P. West
Limited to 20.
4 points.

ANTH V 3972y

Conception Cross Culturally

4 points. Not offered in 2003–04.

ANTH V 3974y

Lost Worlds, Secret Spaces: Modernity and the Child

Examines the figure of the child in modernity. The study of children and the delineation of a special time called childhood have been crucial to the modern imagination. Engages the centrality of the child through interdisciplinary readings in anthropology, history, children's literature, art criticism, educational theory, and psychology. —M. Ivy

4 points.

ANTH V 3976

Anthropology of Science

Examines debates in the social studies of science, beginning with a focus on questions of epistemology and analyzing the significance of social interests, laboratory and social practices, and "culture(s)" in the making of scientific knowledge. Then turns to consider the role of the sciences in fashioning larger social worlds. —N. Abu El-Haj

3 points.

ANTH V 3978y

Opera's Dialogic Stage

Draws on the perspectives of Bakhtin and other theorists to analyze the logic of five opera performances the class will attend this semester. Productions scrutinized in terms of the forms of communication utilized; the class, status, and gender perspective mobilized; and the specified mechanisms used to engage or distance the audience from them. Performance rather than musicological angle emphasized. —E. Combs-Schilling

Permission of the instructor required. Limited to 15 students.

4 points.

ANTH V 3980x

Nationalism

—P. Chatterjee

4 points. *Not offered in 2003–04.*

ANTH V 3983y

Ideas and Societies in the Caribbean

Focusing on the Anglo-Creole Caribbean, examines some aspects of popular culture, literary expression, political change, and intellectual movements over the past 30 years. —D. Scott

4 points.

ANTH V 3986y

Racialization and the Politics of Culture

—N. De Genova

Enrollment limited.

4 points. *Not offered in 2003–04.*

ANTH V 3987y

Communicative Practices of Difference

—Instructor TBA

Prerequisites: ANTH V 1009 or permission of the instructor

4 points. *Not offered in 2003–04.*

ANTH V 3988x

Race and Sexuality in Scientific and Social Practice

An exploration of how the categories of "race" and "class" have been reconfigured in significant and distinctive ways as objects of scientific inquiry. —N. Abu El-Haj

4 points. *Not offered in 2003–04.*

ANTH V 3990y

Gift and Fetish

—M. Taussig

4 points. *Not offered in 2003–04.*

ANTH V 3992y

Government and Humanity

An anthropology of the category “human” and its governance. Examines recent techniques of government, of intervention in human life, that range in scale from the micro-level of bodies to global political configurations. —I. Feldman and M. Ticktin

4 points. Enrollment limited to 20.

ANTH W 2002y

Environmental and Evolutionary Biology II Organisms to Communities

—M. Cords, D. Melnick

3 points. Not offered in 2003–04.

ANTH W 4001x

The Ancient Empires

—T. D’Altroy, M. Van DeMierop

Prerequisite: ANTH V 1002 or permission of instructor.

3 points. Not offered in 2003–04.

ANEB W 4002y

Controversial Topics in Human Evolution

Controversial issues that exist in current biological/physical anthropology, and controversies surrounding the descriptions and theories about particular fossil hominid discoveries, such as the earliest australopithecines, the diversity of *Homo erectus*, the extinction of the Neandertals, the evolution of culture, language, human cognition. —R. Holloway

Prerequisite: Permission of instructor and introductory biological/physical anthropology course.

3 points.

ANTH W 4009y

Class and Culture in the United States

—S. Ortner

Enrollment limited. Prerequisite: Junior standing; preference to seniors and graduate students, and to anthropology majors and anthropology graduate students if necessary.

3 points. Not offered in 2003–04.

ANTH W 4011x

Critical Social Theory

—S. Ortner

Junior standing. Limited enrollment to 30 students.

3 points. Not offered in 2003–04.

ANTH W 4013y

Thailand: History, Modernity, Nation

—R. Morris

3 points. Not offered in 2003–04.

ANTH W 4020y

Colonial Encounters in North America

—N. Rothschild

3 points. Not offered in 2003–04.

ANTH W 4022y

Political Ecology

Analyzes global, national, and local environmental issues from the critical perspectives of political ecology. Explores concepts such as the production of nature, environmental violence, environmental justice, political decentralization, territoriality, and conservation interventions. —P. West

3 points.

ANTH W 4114x
The Anthropology of Religious Beliefs and Practices
 3 points. Not offered in 2003–04.

ANTH W 4120x
Anticolonialism
 —D. Scott
 3 points. Not offered in 2003–04.

ANTH V 4187x
Ethnography of Rural South Asia
 Examines theoretical assumptions and methodologies of various classic ethnographies on rural South Asia. Readings trace the representation of rural communities in social science discourse from the colonial period preoccupation with, and reification of, caste and tribal categories to contemporary ethnographic perspectives linking multiple rural identities with national and global forces. —V. Daniel
 3 points

ANEB W 4200x
Fossil Evidence of Human Evolution
 Provides a closer look at what comprises the fossil evidence for human evolution from the australopithecines of 4 million years ago to the fully modern human species of 25,000 years ago. Involves hands-on examination of the departmental casts. —R. Holloway
Intended for advanced undergraduates and beginning graduate students who are interested in paleoanthropology. Enrollment limited to 20. Prerequisites: ANEB V1010 or the equivalent, and the instructor's permission.
 3 points.

ANTH W 4230x
Food and Society
 3 points. Not offered in 2003–04.

ANTH W 4344y
Inka Empire
 Explores the rise, nature, and collapse of the Inka empire, the largest indigenous polity in the pre-Hispanic Americas and homeland of some of the world's grandest archaeological sites. The social, political, ideological, economic, military, and cultural features of this diverse realm are examined through archaeological and documentary sources. —T. d'Altroy
 3 points.

ANTH W 4346y
Laboratory Techniques in Archaeology
 —T. D'Altroy
 3 points. Not offered in 2003–04.

ANTH W 4356x
Egyptian Archaeology
 —L. Meskell
Preference: Graduate and upper level undergraduate students.
 3 points. Not offered in 2003–04.

ANTH W 4444x
Culture of Terror: Anthropological Perspective on Political Violence
 3 points. Not offered in 2003–04.

ANTH W 4602x
Culture and Psychology
 —K. Seeley
 3 points. Not offered in 2003–04.

ANTH W 4603y
Culture, Mental Health, and Clinical Practice

—K. Seeley

3 points.

ANTH W 4625x
Anthropology and Film

Use of film by anthropologists as a means of documentation of culturally patterned behavior and as a research tool. Films will also be analyzed as cultural texts. —B. Larkin

3 points.

ANTH W 4638y
Anthropology of Media

—B. Larkin

Priority given to senior and junior Anthropology majors.

3 points. Not offered in 2003–04.

ANTH W 4650
Political Identity, Civil Wars and State Reform in Africa

—M. Mamdani

3 points. Not offered in 2003–04.

ASST V 3915y
Asians in America

Priority given to senior and junior Anthropology and Asian Studies majors.

4 points. Not offered in 2003–04.

Courses for Majors

ANTH BC 3871x–3872y
Senior Seminar: Problems in Anthropological Research

Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester. —Staff

4 points.

ANTH BC 3999x, y
Individual Projects

Research projects are planned in consultation with members of the department and work is supervised by the major's adviser. —Staff

Permission of the department required.

4 points.

Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the department chair and the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.

ARCHITECTURE

310 Barnard Hall

854-8430

www.columbia.edu/cu/archprogram

Associate Professor of Practice: Karen Fairbanks (Chair)

Adjunct Assistant Professors: Eric Bunge, Maria Gray, Tom Hickey, Alicia Imperiale, Celia Imrey, Yumi Kori, Joeb Moore, Chris Perry, Lyn Rice, Todd Rouhe, Marc Rosenbaum, Madeline Schwartzman, David Smiley, Suzanne Stephens, Michael Webb, Kim Yao

Architecture majors experience and investigate the central aspects of the field. The major provides an inclusive program offering opportunities to explore historical and contemporary relationships among physical, social, and cultural forms and environmental contexts.

There are two tracks to the architecture major: the first, while incorporating lectures, seminars, and scholarly research, is more strongly studio based and is recommended for the student who thinks she will continue to do graduate work in architecture or design; the second, while incorporating studio components, is geared toward the history and theory of architecture and is more strongly allied with the Art History department.

Students considering an Architecture major or minor should consult with the adviser before sophomore registration to develop the most appropriate sequence of studio and lecture courses. Those interested in graduate study in architecture should consult with the adviser in their junior year concerning their programs.

REQUIREMENTS FOR THE STUDIO MAJOR

The studio major in Architecture is required to complete 14 courses:
Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors)

ARCH V 3101	<i>Architectural Representation: Abstraction</i>
ARCH V 3103	<i>Architectural Representation: Perception</i>
ARCH V 3201, V 3202	<i>Architectural Design I and II</i>

Required history/theory courses:*

Five elective courses following the distribution requirement below:

ARCH V 3117 Perceptions of Architecture

1— course with a topic that is pre-1750

1— course with a topic that is post-1750

2— electives (it is suggested that one of these be on a non-western topic)

Senior courses:*

1— ARCH V 3901 Senior Seminar

1— either a second Senior Seminar (from our program), a seminar from a related department (and related to student's disciplinary specialization/cluster), Architectural Design III, an Urban Design Studio (spring semester of The Built Environment), or Independent Research.

Cluster of related courses:

Three courses which together focus student interest in a related department or departments. (May not overlap with history/theory courses or senior courses.)

Senior Requirements:

Portfolio and Research Paper from Senior Seminar or Independent Research project.

*These are courses offered by the architecture major or other applicable courses offered within the University. Students should consult the program office for a list of applicable courses each semester.

REQUIREMENTS FOR THE HISTORY AND THEORY OF ARCHITECTURE MAJOR

The History and Theory of Architecture major is required to complete 15 courses, plus a senior thesis.

Two studio courses, to be taken one per semester:

ARCH V	3103	<i>Architectural Representation: Perception</i>
ARCH V	3101	<i>Architectural Representation: Abstraction</i>

Seven lecture courses:

Three architecture lectures. One of these must be ARC V 3117 *Perceptions of Architecture*.

Four Art History lectures above and beyond the prior three. Two of these must be AHIS BC 1001, 1002 *Introduction to History of Art*.

Three seminars to be taken in the junior or senior year. Two should be in Architecture (see Seminar List and Note under Studio Major), one in Art History.

Three cluster courses in an area of study related to Architecture (see description under Studio Major).

The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture.

Students who wish to continue in graduate studies in Architecture for a professional degree are also advised to take:

ARCH V	3211	<i>Architectural Design III</i>
PHYS V	1003	<i>General Physics</i>
MATH V	1100	<i>Brief Calculus</i>

Note: All undergraduate architecture courses require departmental approval.

REQUIREMENTS FOR THE MINOR

The minor in Architecture consists of five courses, including V 3101 or V 3103, three history/theory courses, and a fifth course to be chosen in consultation with the adviser.

COURSES OF INSTRUCTION

ARCH V 3117y Perceptions of Architecture

Introduction to various methods by which we look at, experience, analyze, and criticize architecture and the built environment; development of fluency with architectural concepts. —M. Gray, M. Rosenbaum, T. Rouhe, T. Hickey

Designed for but not limited to sophomores. Preregistration at department required.
3 points.

ARCH V 3312x
Special Topics in Architecture

An examination of special topics in architecture and related disciplines. May be repeated for credit, provided the topic changes. —Instructor TBA
Preregistration at department required.
 3 points.

ARCH V 3443y
Principles of Japanese Architecture

Introduction to principles of traditional Japanese architecture and its relationship to other aspects of Japanese culture and society. Explores connections between traditional and modern Japanese society. —Y. Kori
Enrollment limited to 15. Preregistration at department required.
 4 points.

ARCH V 3901x, y
Senior Seminar

Readings, individual class presentations, and written reports. —J. Moore, C. Perry, S. Stephens
Priority to architecture majors. Limited to 15. Preregistration at department required.
 4 points.

ARCH V 3920y
Critical Analysis of Architectural Representation

Readings and discussions on representation and representational systems in modern architecture, in conjunction with production of Barnard/Columbia architecture students' publication ONSITE. —T. Hickey
Prerequisite: V 3101 or V 3103. Limited to 15 students. Preregistration at department required.
 3 points.

ARCH V 3997x, 3998y
Independent Study

Prerequisite: permission of program director in the semester prior to that of independent study.
 —K. Fairbanks and staff
 2–4 points.

Studio Courses

ARCH V 1020y
Introduction to Architectural Design and Visual Culture

Introductory design studio to introduce students to architectural design through readings and studio design projects. Intended to develop analytic skills to critique existing media and spaces. Process of analysis used as a generative tool for the students own design work. —M. Gray
Intended for the non-major, sophomore year and above. Limited to 20 students. Preregistration at department required.
 3 points.

ARCH V 3101x, y
Architectural Representation: Abstraction

Introduction to design through analysis of abstract architectural space and form. Emphasis on the design process and principles of representation through architectural drawing and model-making. —M. Schwartzman, T. Rouhe, M. Rosenbaum
Students work in a studio environment. Recommended to be taken in the sophomore year. Limited to 15 per section. Preregistration at department required.
 4 points.

ARCH V 3103x, y

Architectural Representation: Perception

Introduction to design through studies in perception and visualization. Emphasis on exploratory, inventive processes for the generation, development, and representation of ideas in a variety of media. —E. Bunge, M. Schwartzman, K. Yao

Students work in a studio environment. Recommended to be taken in the sophomore year. Limited to 15 per section. Preregistration at department required.

4 points.

ARCH V 3201x

Architectural Design I

Workshop introduction to architectural design: fundamental explorations of space and form through design exercises requiring drawings and models. Studio work, lectures, discussions, and written analysis. —E. Bunge, K. Fairbanks, C. Imrey, C. Perry

Prerequisites: V 3101 and V 3103. Limited to majors. Preregistration at department required.

4.5 points.

ARCH V 3202y

Architectural Design II

Workshop continuation of Course V 3201. Field trips and lectures organized in relationship to the studio exercises. —K. Fairbanks, A. Imperiale, J. Moore, M. Webb

Prerequisite: V 3201. Limited to majors. Preregistration at department required.

4.5 points.

ARCH V 3211x

Architectural Design III

Further exploration of the design process through studio work. Programs of considerable functional, contextual, and conceptual complexity are undertaken. —L. Rice

Prerequisites: V 3202 and permission of the program director. Enrollment limited as space permits.

4.5 points.

ART HISTORY

301 Barnard Hall

854-2118

www.barnard.edu/arthistory

Professors: Benjamin Buchloh, Rosalyn Deutsche (Visiting), Anne Higonnet (Chair, Spring), Natalie B. Kampen (Women's Studies), Keith Moxey² (Chair, Autumn)

Assistant Professor: Elizabeth W. Hutchinson

Adjunct Professor: Maryan Ainsworth

Senior Lecturer: Joan Snitzer (Director of Visual Arts)

Lecturer: John Miller

Other officers of the University offering courses listed below:

Professors: Zainab Bahrani², Hilary Ballon, James Beck², Barry Bergdoll, Richard Brilliant³, Joseph Connors, Jonathan Crary, David Freedberg, Cordula Grewe, Robert Harrist¹, Holgar A. Klein, Christina Kiaer², Rosalind Krauss, Clemente Marconi², Melissa McCormick, Robin Middleton³, Stephen Murray³, Esther Pasztory, David Rosand, Simon Schama, Joanna Smith¹.

Lecturer: Francesco Benelli

¹Absent on leave Autumn term.

²Absent on leave Spring term.

³Absent on leave 2003–04.

Art History, which is devoted to the study of the visual arts, is one of the broadest of the humanistic disciplines. It is concerned not only with the nature of works of art—their form, style, and content—but also with the social, political, and cultural circumstances that shape them. The introductory-level courses aim at developing in students a lifelong understanding and appreciation of works of art. The rest of the curriculum is geared to preparing majors either for graduate study leading to careers in university teaching and museums, or for positions in the art world, galleries, publication, criticism, the visual media, art consultation, conservation, and the like. These courses also provide opportunities for correlated learning to students in other fields. The department, fortunate to be located in New York City, one of the world's great art centers, takes full advantage of the rich resources of the city's museums and galleries in its course of study.

REQUIREMENTS FOR THE MAJOR

The department offers both a major in the History of Art and a major in Art History with a concentration in the Visual Arts. In each case the student chooses a faculty adviser who assists her in planning a program incorporating personal interests while meeting departmental requirements.

A minimum of 12 Art History courses is required for the major, including:

AHIS BC1001 and 1002 Introduction to Art History. This two-course sequence is required.

AHIS BC3970 Methods and Theories of Art History. To be taken during the junior or senior year.

AHIS BC 3959 and 3960 Senior Research Seminar. In this two-semester sequence, students will write their senior thesis (approx. 30–50 pages). Students will develop, research, and write their thesis project in consultation with an individual faculty member in Art History. They will also attend and participate in group seminars convened

approximately 12 times during the academic year and in which all students will present their work. Students who plan to study abroad during their senior year and those who expect to graduate early must begin the senior research seminar sequence in the second semester of the junior year.

Seven elective courses, with the following requirements.

Two of these courses must be seminars. None of the seminars listed above may count toward this requirement.

At least one Western and one Nonwestern art history course. BC1001 and 1002 may not count toward this requirement.

Four of these must cover a broad range of disciplinary areas. Students concentrating on Western art must have at least one course each in four of the following five periods: Ancient, Medieval, Renaissance, Baroque, Modern. Students concentrating on non-Western art must work out a similarly comprehensive course of study in consultation with their advisers. Lecture classes or seminars can be used to fulfill this requirement. BC1001 and 1002 or any other broad survey cannot be used to fulfill this requirement.

Courses in film are accepted toward the major requirements; studio courses are not.

Recommended: One or two studio courses should be taken by Art History students.

Students who plan to undertake graduate work should acquire a reading knowledge of at least two foreign languages in which the major contributions to the history of art have been made. Most graduate schools require a reading knowledge of French, German, or Italian. The department strongly recommends a student's taking one of these languages while at Barnard.

Requirements for the major in Art History with concentration in the Visual Arts:

A minimum of 12 courses is required for the major in Art History with concentration in the Visual Arts:

Six Art History courses, including:

- BC 1001 and 1002 *Introduction to the History of Art*
- One course in 19th- or 20th-century art
- One seminar in art history

Five studio courses including ARH BC 3530 *Advanced Studio*
and ARH BC 3031 *Imagery and Form in the Arts*

Art History Senior Thesis Option for Visual Arts Concentrators:

Art History Majors concentrating in Visual Arts may elect to substitute the Senior Thesis for the Senior Project. To do this they must:

Notify their adviser of their intention to do so by the end of their junior year

Take both *Methods and Theories of Art History* (BC 3970) and the *Senior Research Seminar* (BC 3959 and 3960)

Requirements for the major in the History and Theory of Architecture:

See Architecture Program offerings.

REQUIREMENTS FOR THE MINOR

The minor in Art History consists of five lecture courses, including BC 1001, BC 1002, and three courses in the following areas, of which **one** must be non-European:

European and American: Ancient, Medieval, Renaissance, Baroque, and Modern

Non-European: Chinese, Japanese, Indian, African, Mesoamerican, and Native American

COURSES OF INSTRUCTION

AHIS BC 1001x, 1002y

Introduction to the History of Art

An introduction to the art of the past with an emphasis on the variety of perspectives from which it may be studied. While mainly dedicated to the art of Western Europe, there will be serious discussion of other cultures as well, with no attempt at comprehensive coverage. Artworks from different periods will be selected for discussion in depth. Members of art history faculty and other invited speakers lecture in their fields of specialization. Autumn term: Ancient, Medieval, and early Renaissance. Spring term: Renaissance, Baroque, Modern, and Contemporary. —K. Moxey, A. Higonnet, others TBA
4 points.

ACLG W 3002x

Introduction to Archaeology

Inclusive of global information, explores past and present knowledge that exists because of the field of archaeology. Individual site-based and cultural studies combine with rediscoveries of systems of communication, such as languages and belief systems, to make for a broad-based introduction to archaeological discourse. —J. Smith
3 points.

AHIS V 3080x

Pre-Columbian Art and Architecture

Survey of the pre-Hispanic art of Mesoamerica, Central America, and the Andean region from the earliest of times to the Spanish conquest. —E. Pasztory
3 points.

AHIS V 3201y

Arts of China

An introduction to the arts of China—ceramics, bronzes, painting, and sculpture—from the earliest farming cultures (ca. 5000 B.C.E.) to the end of the traditional period (ca. 1750 C.E.). —R. Harrist
3 points.

AHIS V 3203y

Arts of Japan

A survey of Japanese art from the Neolithic through the Edo period, with emphasis on Buddhist art, scroll painting, decorative screens, and wood-block prints. —M. McCormick
3 points.

AHIS W 3208y

Art of Africa

A survey of the visual and performing arts of Africa from prehistoric times to the present. Special emphasis on rock art, painting, sculpture, architecture, pottery, masking, and body adornment, as well as the various ways in which their forms, styles, functions, and meanings have been shaped by environmental, cultural, and historical forces. —M. McCormick
3 points.

AHIS V 3340y

Masterpieces of the Art of China, Korea, and Japan

The decorative arts of ceramics, lacquers, and jades; Buddhist art, architecture, sculpture; and later painting. Museum laboratory sessions. —S. Huang
3 points.

AHUM V 3342x

Masterpieces of Indian Art and Architecture

Introduces students to 2,000 years of art on the Indian subcontinent. Consists of discrete segments on the early art of Buddhism, rock-cut architecture of the Buddhists and Hindus, the emergence and development of the Hindu temple, the painted miniatures of the Mughals and Rajputs, and the art of British India. —V. Dehejia

3 points.

AHIS V 3248x

Greek Art and Architecture

Examination of the principal monuments and themes of Greek art in sculpture, painting, architecture, and city planning from the Mycenaeans to the Roman conquest. —C. Marconi

3 points.

AHIS V 3250y

Roman Art and Architecture

Architecture, sculpture, and painting of ancient Rome from the second century B.C. to the end of the Roman Empire in the West. —R. Brilliant

3 points.

AHIS BC 3351x

Early Christian and Early Medieval Art

The origins of Christian art before Constantine and the subsequent development of architecture, sculpture, and painting under the patronage of church and state in Western Europe from the 4th through the 11th centuries. —H. Klein

3 points.

AHIS V 3400x

Italian Renaissance Painting

The origins and development of Renaissance painting: humanism and religion, perspective and art theory, the revival of the classical form and content. Emphasis on major centers, especially Florence and Venice and the courts, and on the major masters: Masaccio, Fra Angelico, Piero della Francesca, Giovanni Bellini, Leonardo da Vinci. —J. Beck

3 points.

AHIS V 3475x

Art and Culture of the Northern Renaissance

A consideration of the “reality effect” in the art of Campin, van Eyck, van der Weyden, and van der Goes; an analysis of pictorial meaning in terms of class and gender. —K. Moxey

Prerequisite: AHIS BC 1001, 1002 or equivalent or permission of instructor.

3 points.

AHIS W 3833y

Architecture: 1750–1890

—B. Bergdoll

3 points.

AHIS W 4626y

Tourism and the North American Landscape

Examines the relationship between 19th-century landscapes (paintings, photographs and illustrations) and tourism in North America. The semiotics of tourism, the tourist industry as patron/tourist as audience, and the visual implications of new forms of travel explored via the work of Cole, Moran, Jackson, and others. —E. Hutchinson

Prerequisite: Permission of instructor. Limited to 25.

3 points.

AHIS W 4480y

Art in the Age of the Reformation

The ways in which the culture and social functions of artistic production in Germany and the Netherlands were transformed as a consequence of the dissemination of the ideologies of humanism and the Reformation. —K. Moxey

3 points.

AHIS C 3001x

Introduction to Architecture

Architecture analyzed through in-depth case studies of major monuments of sacred, public, and domestic space, from the Pantheon and Hagia Sophia to Falling Water and Grand Central Station. Fulfills requirement for architectural history/theory distribution requirement, but generally open to students wanting a humanistic approach to architecture. —Instructor TBA

3 points.

AHIS BC 3642x

North American Art and Culture

An examination of North American painting, sculpture, photography, graphic art and decorative arts from the Colonial Period until World War I. Artists discussed will include Benjamin West, John Singleton Copley, Thomas Cole, Lilly Martin Spencer, Harriet Powers, Rafael Aragon, Robert Duncanson, Frederick Church, Winslow Homer, Thomas Eakins, James MacNeill Whistler, Mary Cassatt, Thomas Moran, Henry Ossawa Tanner and Eadweard Muybridge. —E. Hutchinson

3 points.

AHIS C 3643x

The American City: Urban Form and City Planning

A survey of urban design, city planning, and civic culture in American cities from the colonial period to the present day, with emphasis on the physical form of New York, Chicago, Washington, D.C., and Los Angeles; the impact of the railroad and automobile; the rise of suburbia; urban renewal; and contemporary developments. —H. Ballon

3 points.

AHIS BC 3650x

Native American Art I

Introduction to Native American art of the woodlands, Arctic, and northwest coast regions from the period of European contact to the present and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses. —E. Hutchinson

3 points.

AHIS BC 3651y

Native American Art II

Introduction to Native American art of the plains, southwest, and California regions from the period of European contact to the present and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses. —E. Hutchinson

3 points.

AHIS BC 3655y

The Discourse of Public Art and Public Space

An examination of the meaning of the term “public space” in contemporary debates in art, architecture, and urban discourse and the place of these debates within broader controversies over the meaning of democracy. Readings include Theodor Adorno, Vito Acconci, Michel de Certeau, Douglas Crimp, Thomas Crow, Jurgen Habermas, David Harvey, Fredric Jameson, Miwon Kwon, Henri Lefebvre, Bruce Robbins, Michael Sorkin, Mark Wigley, and Krzysztof Wodiczko.

—R. Deutsche

3 points.

AHIS BC 3658x

History and Theory of the Avant-Garde

Examines the idea and practice of artistic avant-gardism from the mid-19th to late 20th century. Explores the relationship of avant-garde artists and movements to the institutions of art and to political radicalism. Studies art historical theories of the modernist, historical, and neo-avant-gardes, as well as the relationship between postmodernism and avant-gardism. Considers critiques of avant-gardism from feminist and democratic points of view. —R. Deutsche

3 points.

AHIS BC 3673x

History of Photography

Introduction to the history of European and American photography: the major movements and individual figures from the 1830s to the 1980s as well as theories and models of thinking about photography and its crucial authors. —R. Krauss

3 points.

AHIS BC 3674x

Art since 1945

Introduction to the history of art in post-war Europe and the United States from 1945 to the present, emphasizing questions of methodology of modernist studies and the diversity of theoretical approaches. —B. Buchloh

3 points.

AHIS BC 3675y

Feminism and Postmodernism in Contemporary Art

Examines art and criticism of the 1970s and 1980s that were informed by feminist and postmodern ideas about visual representation. Explores postmodernism as (1) a critique of modernism, (2) a critique of representation, and (3) what Gayatri Spivak called “a radical acceptance of vulnerability.” Studies art informed by feminist ideas about vision and subjectivity. Places this art in relation to other aesthetic phenomena, such as modernism, minimalism, institution-critical art, and earlier feminist interventions in art. —R. Deutsche

3 points.

AHIS W 3600x

Nineteenth-Century Art

Painting and sculpture in Western Europe from 1789 to 1900; Neo-classic, Romantic, Realist, Impressionist, and Post-impressionist movements. —A. Higgonet

3 points.

AHIS W 3650y

Twentieth-Century Art

The major trends and sources of 20th-century painting, sculpture, and architecture, with special emphasis on an understanding of the cultural environment and related developments. —B. Buchloh

3 points.

AHIS W 3680y

Europe: Postwar Art, 1948–1968

An exploration of historical, theoretical, and artistic problems specific to the reflection on and production of visual culture after the Holocaust and WW II in Italy, Great Britain, France, and Germany. —B. Buchloh

3 points.

AHIS V 3895x, y

Introductory Colloquium: The Literature and Methods of Art History

An introduction to different methodological approaches to art history as well as a variety of critical texts by such authors as Wölfflin, Riegl, Panofsky, and Gombrich. —x: J. Crary; y: J. Beck

4 points.

AHWS BC 3123x

Women and Art

A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —N. Kampen

3 points.

AHIS W 4120x

Japanese Screen Painting

—M. McCormick

3 points.

AHIS W 4128x

Visual Narratives in Indian Sculpture and Painting

—V. Dehejia

3 points.

AHIS W 4443x

Baroque and Rococo Architecture

—H. Ballon

3 points.

AHIS W 4568x

18th Century Art

—C. Grewe

3 points.

AHIS W 4631x

Feminist Theory and Art Practices

—C. Kiaer

3 points.

Seminars

Seminars have limited enrollment. Permission of the instructor is required for admission to all Barnard and Columbia seminars. In addition, it is strongly recommended that students seeking admission to a seminar have previously had a lecture course in the area. Students must sign up for Columbia seminars at 826 Schermerhorn.

AHIS BC 3948x

The Visual Culture of the Harlem Renaissance

Introduction to the paintings, photographs, sculptures, films, and graphic arts of the Harlem Renaissance and the publications, exhibitions, and institutions involved in the production and consumption of images of African Americans. Focuses on impact of Black northward and transatlantic migration and the roles of region, class, gender, and sexuality. —E. Hutchinson

4 points.

AHIS BC 3949x

The Art of Witness: Memorials and Historical Trauma

Examines aesthetic responses to collective historical traumas, such as slavery, the Holocaust, the bombing of Hiroshima, AIDS, homelessness, immigration, and the recent attack on the World Trade Center. Studies theories about trauma, memory, and representation. Explores debates about the function and form of memorials. —R. Deutsche

4 points.

AHIS BC 3951y

Contemporary Art and the Public Sphere

Critically examines contemporary debates about the meaning of public art and public space, placing them within broader controversies over definitions of urban life and democracy. Explores ideas about what it means to bring the term “public” into proximity with the term “art.” Considers the differing ideas about social unity that inform theories of public space as well as feminist criticism of the masculine presumptions underlying certain critical theories of public space/art. —R. Deutsche
4 points.

AHIS BC 3952x

Art and Mass/Popular/Everyday Culture: 1850 to the Present

Examines interactions between art in Europe and the United States during the 19th and 20th centuries, on the one hand, and non-art forms of culture that are called variously “mass,” “popular,” and “everyday” culture, on the other. Places art/mass culture interactions within the rise of bourgeois society, the invention of democracy, and relations of class, gender, sexuality, and race. Studies major critical theories and debates about the relationship between art and mass culture. —R. Deutsche
4 points.

AHCL C 3922

Themes in Art and Literature of the Renaissance

—D. Rosand and R. Hanning

4 points.

AHIS W3907x

Constructing Andean Art

—E. Pasztory

4 points.

AHIS W 3928x

Leonardo da Vinci

—J. Beck

4 points.

AHIS W3933x

Medieval Art in Manhattan

—H. Klein

4 points.

AHIS W3935x

Private Palaces in the Italian Renaissance

—F. Benelli

4 points.

AHIS BC 3957

1980s Feminism and Postmodernism in the Visual Arts

An examination of art and criticism that is informed by feminist and postmodern ideas about subjectivity in visual representation which first achieved prominence in the late 1970s and 1980s, exerting a profound influence on contemporary aesthetic practice. Explored in relation to earlier concepts of feminism, modernism, social art history, and “art as institution.” Artworks discussed include those of Barbara Kruger, Cindy Sherman, Louise Lawler, Krzysztof Wodiczko, Hans Haacke, Mary Kelly, and Catherine Opie, among others. —R. Deutsche

Prerequisite: Intro to Art History or equivalent. Limited to 15. Permission of instructor required. Preference to seniors and Art History majors.

4 points.

AHIS BC 3959x, 3960y
Senior Research Seminar

Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser in art history and participate in group meetings scheduled throughout the senior year. —B. Buchloh

Limited to senior majors.

3 points.

AHIS BC 3970y
Methods and Theories of Art History

An introduction to critical writings that have shaped histories of art, including texts on iconography and iconology, the psychology of perception, psychoanalysis, social history, feminism and gender studies, structuralism, semiotics, and post-structuralism. —B. Buchloh

4 points.

AHIS BC 3999x, y
Independent Research

Independent research, primarily for the senior essay, under a chosen faculty adviser and with the chair's permission. —Staff

4 points.

AHIS BC 3921y
Reading the "Reality Effect"

—K. Moxey

4 points. *Not offered in 2003–04.*

AHIS BC 3992x
Early Netherlandish Painting at the Metropolitan Museum of Art

Study of early Netherlandish painting (1430–1550) taking into account the strengths of the wide ranging collection at the Metropolitan Museum of Art. —M. Ainsworth

4 points.

AHIS C 3956y
Pieter Bruegel

—K. Moxey

4 points. *Not offered in 2003–04.*

AHIS BC 3985y
Introduction to Connoisseurship

Factors involved in judging works of art, with emphasis on paintings; materials, technique, condition, attribution; identification of imitations and fakes; questions of relative quality. —M. Ainsworth

Prerequisite: Permission of instructor. Limited to 15 students.

4 points.

AHIS C 3948x
Nineteenth-Century Criticism

Selected readings in philosophy and criticism of art with special emphasis on the problem of the observer in the context of 19th-century modernity. Texts by Diderot, Kant, Blake, Goethe, Hegel, Ruskin, Baudelaire, and Nietzsche. —J. Crary

4 points.

AHIS BC 3968x
Art Criticism

Contemporary art and its criticism written by artists (rather than by art historians or journalistic reviewers). Texts by Dan Graham, (Art and Language), Robert Smithson, Brian O'Dougherty, Martha Rosler, Barbara Kruger and others. Also, considers the art and writing of each artist together. —J. Miller

4 points.

AHIS BC 3031y

Imagery and Form in the Arts

The operation of imagery and form in dance, music, theatre, visual arts, and writing; students are expected to do original work in one of these arts. Concepts in contemporary art will be explored. —J. Snitzer
3 points.

M 5:00–6:00. Artsforum

Artsforum is an informal weekly meeting with professionals in the arts.

Studio Courses in Art

Studio courses 2003x, 2004y, 2005x, 2006y, 2007x, 2008y are given at Barnard. Enrollment is limited and students must sign up in advance. Other studio courses are given at the School of the Arts, in Dodge Hall, and students may register for these only with written permission of the department chair. Classes are limited in size. Students who wish to enter the Columbia courses are required to apply for space in 305 Dodge Hall during the pre-registration period prior to each term. Model fees range from \$20 to \$45. For students other than those majoring in Art History with Visual Arts concentration, a maximum of four courses of studio work may be credited toward graduation.

AHIS BC 2005x, 2006y, 2007x, 2008y

Painting

Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Class work will include drawing and painting from the model as well as still-life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary. —J. Snitzer
2 points.

AHIS BC 2001x

Introduction to Drawing

An introduction to drawing as an open-ended way of working and thinking. Primarily a workshop, augmented by slide lectures and field trips. Throughout semester, student's work discussed one-on-one with instructor and as a group. Starting with figure drawing, drawing investigated as a practice involving diverse forms of visual culture. —J. Miller
Limited to 16.
2 points.

AHIS BC 3530x

Advanced Studio

An interpretive study of the theoretical and critical issues in visual art. Projects that are modeled after major movements in contemporary art will be executed in the studio. Each student develops an original body of artwork and participates in group discussions of the assigned readings. —J. Snitzer
Prerequisites: Primarily for Art History/Visual Art majors. Open to others by permission of the instructor.
3 points.

Study Abroad: Columbia University in Paris

For additional information on courses offered at Reid Hall in Paris, see the *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or www.ce.columbia.edu/paris.

ASIAN AND MIDDLE EASTERN CULTURES

321 Milbank Hall

854-2125, 5416, 5540
www.barnard.edu/amec

Associate Professor: Rachel Fell McDermott (Chair)

Assistant Professors: David Moerman, Ari Borrell (Term)

Other officers of the University offering courses listed below:

John Mitchell Mason Professor Emeritus and Special Service Professor: William Theodore de Bary

Shincho Professor Emeritus and Special Service Professor: Donald Keene

Professors: Muhsin Al-Musawi, Paul J. Anderer, Peter J. Awn (Religion), Richard Bulliet (History), Pierre Cachia (Senior Scholars Program), Dieter Christensen³ (Music), Myron Cohen³ (Anthropology), Hamid Dabashi, Carol N. Gluck (History), Jahyun Kim Haboush, Robert Harrist (Art History), John S. Hawley³ (Religion), Robert Hymes, Dorothy Ko (History), Dan Miron², Indira Peterson, Frances Pritchett, George Saliba, Conrad Schirokauer (Senior Scholars Program), Haruo Shirane, Henry D. Smith², Michael Stanislawski (History), Robert A. F. Thurman (Religion), Arthur Tiedmann, Gauri Vishwanathan (English and Comparative Literature), David D.W. Wang³, David Weiss Halivni (Religion), Pei-yi Wu (Senior Scholars Program), Marc Van De Mierop, Yosef Yerushalmi (History), Madeleine Zelin

Associate Professors: Ryuichi Abé² (Religion), Marc Nichanian, Gregory Pflugfelder, Wei Shang, Tomi Suzuki

Assistant Professors: Wendi L. Adamek (Religion), Gil Anidjar³, Charles Armstrong, Janaki Bakhle, Eugenia Lean, Feng Li, David Lurie, Joseph Massad, Adam McKeown (History), Nader Sohrabi, Wendy Swartz, Neqin Yavari³ (Religion)

¹ Absent on leave Autumn term.

² Absent on leave Spring term.

³ Absent on leave 2003–04.

The primary aim of Asian and Middle Eastern Cultures is to introduce major Asian civilizations and their works and values as a means of expanding knowledge of the varieties and unities of human experience. The General Courses below are designed for any student, whatever her major interests, who wishes to include knowledge of Asian life in her education.

The satisfactory completion of one of the following courses offered in the departments of East Asian Languages and Cultures and Middle East Languages and Cultures satisfies the college requirements in the respective languages: Akkadian G 4204 *Intermediate Akkadian*; Arabic W 1215 *Intermediate Arabic*; Armenian W 1313 *Intermediate Armenian*; Bengali W 1202 *Intermediate Bengali*; Chinese C 1202 or F 1202 *Intermediate Chinese* (second stage); Hebrew W 1513 *Intermediate Modern Hebrew*; Hindi-Urdu W 1613 *Intermediate Hindi-Urdu*; Japanese C 1202 or F 1202 *Intermediate Japanese* (second stage); Iranian W 1713 *Intermediate Modern Persian*; Korean W 1202 *Intermediate Korean*; Panjabi W 1202 *Intermediate Panjabi*; Sanskrit W 4813 *Intermediate Sanskrit*; Tamil 1202 *Intermediate Tamil*; Tibetan W 4413 *Intermediate Tibetan*; or Turkish W 1914 *Intermediate Turkish*.

Literature courses in the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures in which readings are in the original languages may be used to fulfill the Barnard distribution requirements only with the permission of the Chair of Asian and Middle Eastern Cultures.

Students who wish to enter Chinese, Japanese, or Korean language courses above the introductory level *must* pass a language placement test before registering. Placement exams

are given during the week *before* classes begin—contact the Department of East Asian Languages and Cultures (407 Kent) for exact dates. For placement above the introductory level in Arabic, Armenian, Bengali, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish, contact the Department of Middle East and Asian Languages and Cultures (602 Kent). All students wishing to enter the Hebrew language program or wishing exemption from the Hebrew language requirement must take a placement test. Contact the Department of Middle East and Asian Languages and Cultures (602 Kent) for details.

REQUIREMENTS FOR THE MAJOR

A student who plans to major in Asian and Middle Eastern Cultures is advised to consult a member of the department in the Spring term of her first year in order to be sure to plan for an appropriate sequence of language study.

To major in Asian and Middle Eastern Cultures, a student will choose to follow one of two tracks, East Asian or Middle East and South Asian.

The East Asian Track

The major requires a minimum of 10 courses (if a student has already satisfied the language requirement from the beginning) or more (if she starts the language requirement from the beginning). The requirements include:

1) Language:

Three years of Chinese, Japanese, or Korean, or the proficiency equivalent (to be demonstrated by a placement examination).

2) Core Courses:

Asian Humanities and	V 3400	<i>Colloquium on Major Texts</i>
Two of the following survey courses:		
Asian Civilizations—Middle East	V 2001	<i>Introduction to Major Topics in Asian Civilizations: The Middle East and India</i>
Asian Civilizations—East Asia	V 2002	<i>Introduction to Major Topics in Asian Civilizations: East Asia</i>
Asian Civilizations	V 2359	<i>Introduction to the Civilization of China</i>
Asian Civilizations	V 2361	<i>Introduction to the Civilization of Japan</i>
Asian Civilizations	V 2363	<i>Introduction to the Civilization of Korea</i>

3) Disciplinary Courses: Three courses, to be chosen in consultation with the adviser. Because Asian studies is an area-study rather than an academic discipline, it is important that the student also develop competence in a particular discipline. She is therefore asked upon entering the major to choose from among the following: history, literature, philosophy, religion, art history, anthropology, political science, or economics. Typically, one of the courses taken in satisfaction of the disciplinary requirement will be a basic introductory or methodology course, and the other two will be in East Asia-related courses in the discipline. Under certain circumstances the adviser may approve a combination of two basic courses and one East Asia-related course; courses in closely related disciplines may also be substituted with the approval of the adviser. However, if a student chooses one or two disciplinary courses that are not specifically Asia-related, these courses will be considered qualifying in terms of the disciplinary requirement, but not as counting toward the 10-course minimum for the major. Only those courses that

are Asia-related are considered to count toward this 10-course minimum.

Majors specializing in history should take *Historiography of East Asia* (East Asian W 4103y), and those specializing in literature should take *Literary and Cultural Theory East and West* (East Asian W 4101y). These two courses are offered in the Spring term and should normally be taken in the junior year.

4) Elective Courses: Two courses related to East Asia, to be chosen in consultation with the adviser.

5) Research in East Asian Studies V 3999y, to be taken in the junior year.

6) Senior Paper: Each student is expected to prepare a research paper or an annotated English translation of an East Asian text. The paper should be in the chosen disciplinary field and will be written in the senior year in *Senior Thesis* (East Asian W 3901x or y) in consultation with an appropriate faculty adviser. All students, except those on study leave in the Autumn, should enroll for the Autumn term. Under special circumstances, with the adviser's approval, the senior paper may be written in conjunction with Asian Studies BC 3999, *Independent Study*.

Note that in all East-Asian language courses, the minimum grade required to advance from one level to the next is B–.

The Middle East or South Asian Track

A minimum of 13 courses is required, including:

Asian Humanities	V 3399	<i>Colloquium on Major Texts</i>
Middle East & South Asia	MDE W 3000y	<i>Theories of Culture: Middle East and South Asia</i>

Two of the following courses:

Asian Civilizations–Middle East	V 2001y	<i>Introduction to Major Topics in Asian Civilizations: The Middle East and India</i>
Asian Civilizations–Middle East	V 2003x	<i>Introduction to Islamic Civilization</i>
Asian Civilizations–Middle East	V 2008y	<i>Contemporary Islamic Civilizations</i>
Asian Civilizations–Middle East	V 2357x	<i>Introduction to Indian Civilizations</i>

Four to six courses of an appropriate language (Akkadian, Arabic, Armenian, Bengali, Hebrew, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish), selected in consultation with the adviser.

A minimum of five courses chosen as a concentration. The concentration may be in the languages and cultures of ancient Semitic, Arabic, Armenian, Hebrew, Indic, Iranian, Persian, or Turkish.

A senior thesis, to be written under the supervision of a faculty member chosen in consultation with the adviser. If the student desires, she may prepare for this thesis by taking a half- or full-year Independent Study (V 3999) with her adviser or an appropriate faculty member.

The courses listed under Middle East and South Asia below represent a selection among those required in one or another of the concentrations. Students should consult the Middle East and Asian Languages and Cultures department office in 602 Kent Hall for a complete list of course offerings. Also see the note on graduate courses at the end of this section.

No minor is offered in Asian and Middle Eastern Cultures.

COURSES OF INSTRUCTION

Courses in Asian Civilizations

Asian Civilizations–Middle East ASCM V 2001x

Introduction to Major Topics in Asian Civilizations: The Middle East and India

Interdisciplinary and topical approach to major issues and phases of Asian civilizations and their role in the contemporary world. —J. Bakhle, J. Massad

4 points. TuTh 2:40–3:55

Asian Civilizations–East Asian ASCE V 2002x or y

Introduction to Major Topics in Asian Civilization: East Asia

An interdisciplinary and topical approach to major issues and phases of East Asian civilizations and their role in the contemporary world. —W.T. de Bary, C. Schirokauer, David Moerman, and staff

4 points. Sec. 1, TuTh 10:35–11:50; Sec. 2: MW 10:35–11:50; Sec. 3: TuTh 1:10–2:25;

Sec. 4: MW 1:10–2:25; Sec. 5: MW 4:10–5:25

Asian Civilizations–Middle East ASCE V 2003x

Introduction to Islamic Civilization

Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions from its pre-Islamic Arabian setting to the present. —G. Saliba

4 points. MW 1:10–2:25

Asian Civilizations–Middle East ASCM V 2008y

Contemporary Islamic Civilizations

A survey of the contemporary intellectual currents in Islamic societies, with a special emphasis on the societies of the Middle East and on the cultural issues not covered in the course in classical Islamic civilization through focus on texts of the contemporary period. —G. Saliba

4 points. MW 1:10–2:25

Asian Civilizations–Middle East ASCE V 2357x

Introduction to Indian Civilizations

An introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges. —R. McDermott

3 points. MW 2:40–3:55

Asian Civilizations–East Asian ASCE V 2359x, y

Introduction to East Asian Civilizations: China

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions. —x: E. Lean; y: R. Hymes

3 points. x: MW 4:10–5:25; y: MW 2:40–3:55

Asian Civilizations–East Asian ASCE V 2361x, y

Introduction to East Asian Civilizations: Japan

The development of Japanese society and culture with special attention to national self-image and values as revealed in thought, institutions, and literature. —x: D. Lurie; y: D. Moerman

3 points. x: TuTh 2:40–3:55; y: TuTh 10:35–11:50

Asian Civilizations–East Asian ASCE V 2363y

Introduction to Asian Civilizations: Korea

The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts. —C. Armstrong

3 points. MW 1:10–2:25

Courses in Asian Humanities

Asian Humanities AHUM V 3399x, y–V 3400x, y

Colloquium on Major Texts

Readings in translation and discussion of texts of Middle Eastern, Indian, Chinese, Korean, and Japanese origin, including (V 3399): the *Qur'an*, Islamic philosophy, Sufi poetry, the *Upanishads*, Buddhist sutras, the *Bhagavad Gita*, Indian epics and drama, Gandhi's autobiography; (V 3400): the *Analects* of Confucius, Mencius, Lao Tzu, Chuang Tzu, the *Lotus Sutra*, *Dream of the Red Chamber*, *Tale of Genji*, Zen literature, Noh plays, *bunraku* puppet plays, and Chinese and Japanese poetry. (Asian Humanities V 3399–3400 form a sequence, but either may be taken separately. V 3399 may also be taken as part of a sequence with Asian Humanities W 3331; V 3400 may also be taken as part of a sequence with Asian Humanities V 3830.) —R. Abe, P. Anderer, W.T. de Bary, P. Cachia, D. Lurie, R. McDermott, D. Moerman, W. Shang, T. Suzuki, and staff

4 points.

Asian Humanities AHUM W 4027x–4028y

Colloquium on Major Works of Chinese Philosophy, Religion, and Literature

Reading in translation and discussion of major works of Chinese philosophy, religion, and literature, including important texts of x: the Confucian, Taoist, Mohist, Legalist, Huang-Lao, and Neo-Taoist traditions and recently discovered texts; and y: the Buddhist and Neo-Confucian traditions.

—x, y: A. Borrell

Prerequisite: AHUM V 3400, ASCE V 2359, or ASCE V 2002. *Asian Humanities W 4027–4028 forms a sequence, but either may be taken separately.*

4 points. x: W 4:10–6:00; y: Th 4:10–6:00

Asian Humanities AHUM W 4029x

Colloquium on Major Works of Japanese Thought

Extends the work begun in Asian Humanities V 3400 by focusing on reading and discussion of major works of Japanese philosophy, religion, and literature from earliest times to the 12th century.

—W.T. de Bary

Prerequisite: AHUM V 3400, ASCE V 3002, ASCE V 3361, or the equivalent.

4 points. W 2:10–4:00

Asian Humanities AHUM W 4030y

Colloquium on Major Works of Japanese Thought

Reading and discussion of major works of Japanese philosophy, religion, and literature from the 12th to the 18th centuries. —W.T. de Bary

Prerequisite: AHUM V 3400, ASCE V 3002, ASCE V 3361, or the equivalent.

4 points. Not offered in 2003–04.

Asian Humanities AHUM V 3830x

Colloquium on Modern East Asian Texts

Exploration of the modern East Asian traditions through intensive reading of literary masterpieces by Lu Xun, Shen Congwen, Akutagawa Ryunosuke, Kawabata Yasunari, Hyon Ching-gon, Choi Inhoon, etc. Emphasis is on cultural/intellectual issues and their manifestations in literary forms. Knowledge of the original languages is not required. —T. Suzuki

AHUM V 3400 is strongly recommended as background.

4 points. W 4:10–6:00

Asian Humanities AHUM W 3331y

Colloquium on Modern South Asian Texts

Exploration of modern South Asian self-images through the work of A.K. Coomaraswami, Gandhi, Premchand, Raja Rao, Anatha Murthy, Ghalib, Faiz, etc. Emphasis is on cultural/intellectual issues and their manifestations in literary form. —F. Pritchett

Permission of the instructor required.

3 points. Not offered in 2003–04.

Asian Humanities–Music AHMM V 3320y

Introduction to the Music of East Asia and Southeast Asia

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —J. Wilson

3 points. TuTh 6:10–7:50

Asian Humanities–Music AHMM V 3321x

Introduction to the Music of India and West Asia

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —Staff

3 points. TuTh 6:10–7:25

Asian Humanities AHUM V 3340x, y

Masterpieces of Art in China, Japan, and Korea

Selected masterpieces of painting, sculpture, and architecture from the Han Empire in China to modern times in Japan, in relation to contemporary history, philosophy, religion, and literature. —D. Delbanco and staff

3 points. x: TuTh 5:40–6:55; y: MW 10:35–11:50

Asian Humanities AHUM V 3342x

Masterpieces of Islamic and Indian Art

Analysis and discussion of the significance of selected works of art and architecture of Islam and Buddhist and Hindu India. —V. Dehejia

3 points. 11:00–12:15

Courses in Theory, Method, and Writing

Middle East & South Asia MDES W 3000y

Theories of Culture: Middle East and South Asia

A critical introduction to theories of culture as they are related to the Middle East and South Asia. Enables students to articulate their emerging knowledge of these two regions and cultures in a theoretically informed language. —M. Nichanian

Required of all majors. Limited to 35 students.

4 points. MW 11:00–12:15

East Asian EAAS W 3901x

Senior Thesis

Senior seminar required of all majors in East Asian Studies. —Staff

Senior majors only

3 points. TBA

East Asian EAAS V 3999y

Research in East Asian Studies

Introduces students to research and writing techniques and requires preparation of a senior thesis proposal. Required for juniors who are East Asian majors. —Instructor TBA

1 point. TBA

Comparative Literature–East Asian EAAS W 4101y

Literary and Cultural Theory East and West

Designed to familiarize students with major paradigms of contemporary literary and cultural theory to generate critical contexts for analyzing East Asian literature and culture in a comparative framework.

Takes up a wide but interrelated range of issues, including feminist criticism, film theory, postcolonialism, social theory, postmodernism, and issues of national and ethnic identity. —H. Shiranë

3 points. TuTh 1:10–2:25

East Asian EAAS W 4890y
Historiography of East Asia

Major issues in the practice of history illustrated by critical reading of important historical work on East Asia. —G. Pflugfelder

Two-hour seminar plus additional one-hour workshop in bibliography and research methods. Designed primarily for majors in East Asian Studies in their junior year. Instructor permission required for others.

3 points. W 2:10–4:00

Asian Studies ASST BC 3999x, y
Independent Study

Specialized reading and research projects planned in consultation with members of the Asian and Middle Eastern Cultures teaching staff. —Staff

Open to majors who have fulfilled basic major requirements on written permission of the staff member who will supervise the project.

4 points.

East Asian, General and Comparative

History–East Asian HSEA W 3898y
The Mongols in History

Study of the role of the Mongols in Eurasian history, focusing on the era of the Great Mongol Empire. The roles of Chinggis and Khubilai Khan and the modern fate of the Mongols to be considered. —M. Rossabi

3 points. W 2:10–4:00

History–East Asian HSEA W 3718y
Nation, Race, and Empire in East Asia

The interaction of nationalism, imperialism, and ethnic identity in East Asia (primarily China, Korea, Japan) since the mid-19th century. —C. Armstrong

3 points. Not offered in 2003–04.

East Asian–Religion RELI V 1102x
Self and Society in Asian Religions

—W. Adamek

3 points. TuTh 2:40–3:55

Religion RELI V 2608y
Buddhism: East Asian

—R. Abe

3 points. TuTh 10:30–11:45

East Asian–Religion RELI W 4830y
Pilgrimage in Asian Religious Practices

—J. Hawley and D. Moerman

3 points. Not offered in 2003–04.

Asian Civilizations HRTS W 4320x
Human Rights and Social Justice

Considers issues of human rights through cross-national and cross-cultural studies of modern East Asia. —Staff

4 points. Not offered in 2003–04.

East Asian, China

History—East Asian HSEA W 3880x–W 3881y

History of Modern China

W 4835x—The Late Imperial Age: China's international development and foreign contacts from 1600–1911. W 4836y—The Period of the Republic: Political, social, and intellectual developments from 1911 to 1949, which resulted from domestic crisis and foreign pressures. —x: M. Zelin;

y: E. Lean

3 points. x, y: TuTh 4:10–5:25

East Asian EAAS V 3310

Rebellion and Revolution in Modern China

Social protest and revolutionary movements in 19th- and 20th-century China, with an emphasis on sectarian rebellion, secret societies, and the development of the Communist revolution. —M. Zelin

3 points. Not offered in 2003–04.

History—East Asia HSEA V 3430x

A Cultural History of “Revolution” in 20th-Century China

Explores the notion of “revolution” as both discourse and practice in 20th-century China. It retraces the narratives of four revolutionary moments: the Republican Revolution (1911), the Nationalist Revolution (1927), the Communist Revolution (1949), and the Great Proletarian Cultural Revolution (1966). —Staff

3 points. Not offered in 2003–04.

History—East Asia HSEA V 3450y

China's Sprouts of Capitalism

An exploration of China's economic development from the 18th century to the present day. Special emphasis is placed on China's early economic history, and the economic policies leading up to China's present Four Modernizations program. —M. Zelin

3 points. TBA

History—East Asian HSEA V 3650y

Family in Chinese History

The history of the Chinese family, its changing forms and cultural expressions: marriage and divorce; parent and child; clan and lineage; ancestor worship; the role of women; the relation of family and state; Western parallels and contrasts. —R. Hymes

Prerequisite: AME V 2359

3 points. Not offered in 2003–04.

History—East Asian HSEA W 4886x

Gender, Passions, and Social Order in China since 1500

Explores the themes of love, virtue, and sexuality and their roles in the construction of orthodox morality, gender relations, medical and judicial knowledge, and political order in late imperial, modern, and contemporary China. —E. Lean

3 points. Tu 2:10–4:00

East Asian EAAS V 3315x

Literature and Film in Modern China

An intensive examination of modern Chinese fiction and films in the context of Chinese social, political, and cultural dynamics from the May Fourth Movement (1919) to the present. —D. Wang

3 points. Not offered in 2003–04.

Art History AHIS V 3201y

Arts of China

A survey of major arts of ceramics, bronzes, jades, painting, and calligraphy. Museum laboratory sessions. —Instructor TBA

3 points. Not offered in 2003–04.

Anthro-East Asia ANTH V 3035y**Religion in Chinese Society**

—M. Cohen

3 points. Not offered in 2003–04.

Religion RELI V 2640x**Chinese Religious Traditions**

—W. Adamek

3 points. Not offered in 2003–04.

Chinese–History EAAS V 3418x**Gods, Ghosts, and Ancestors: Social History of Chinese Religion**

Problems in the social history of Chinese religion, viewed as much as possible through primary documents in translation. Focuses on the place of religious ideas and practices (including those of the high traditions of Buddhism, Taoism, and Neo-Confucianism) in everyday life and examines the relation of images of ancestors, gods, ghosts, paradise, and hell to Chinese models (explicit and implicit) of human society. —R. Hymes

3 points. Tu 1:10–3:00

Religion RELI V 3630y**Taoism**

—W. Adamek

4 points. Not offered in 2003–04.

East Asian, Japan**History-East Asia HSEA W 4820x****Japan Before Tokugawa**

Historical issues relating to Japanese society and culture from its beginnings through the late medieval period. —D. Lurie

3 points. Not offered in 2003–04.

History-East Asian HSEA W 3870x**Japan in the 19th Century**

Japanese history from the late Tokugawa period through 1890, focusing on the political, social and economic transformations of the Meiji Restoration. —H. Smith

3 points. TuTh 10:30–11:50

History-East Asian HSEA W 3871y**Japan in the 20th Century**

Japanese history from 1890 to the present, with particular emphasis on political, social, and economic developments. —Instructor TBA

3 points. F 11:00–12:50

History-Japanese HSEA W 3600x**World War II in American and Japanese History**

—C. Gluck

3 points. Not offered in 2003–04.

History-East Asian HSEA W 4845x**Master Narratives and Epochal Moments in Modern Japanese History**

—C. Gluck

4 points. Not offered in 2003–04.

History-East Asian HSEA W 4860x**Thinking about Japan, 1600–2004**

—C. Gluck

3 points. Tu 11:00–1:00 and Th 12:00–1:00

East Asian EAAS V 3360y
Ozu, Mizoguchi, Kurosawa

—P. Anderer

3 points. Not offered in 2003–04.

East Asian EAAS V 3613y
Buildings and Cities in Japanese History

A survey of the Japanese tradition of architecture and city-building from its primitive origins until the present day. The emphasis is on the cultural meaning and social significance of the built environment as a critical mode of grasping the evolution of Japanese culture as a whole. —H. Smith

3 points. Not offered in 2003–04.

East Asian EAAS V 3627y
Who Is the Samurai?

Close reading and discussion of primary and secondary texts representing the samurai in various periods of Japanese history. The chief questions to be asked are: How did members of the warrior class, both men and women, live? What did they do? How did they think of themselves? How have others conceived of them? —G. Pflugfelder

3 points. Not offered in 2003–04.

East Asian EAAS W 3338y
A Cultural History of Japanese Monsters

Conceptions and representations of monsters, ghosts, and other supernatural creatures in Japan, with comparison to other cultural traditions. —G. Pflugfelder

3 points. MW 6:10–7:25

East Asian EAAS W 4115x
Japanese Literature: Beginning to 1900

Analysis and discussion of major works of prose, poetry, and drama (in English translation) from the ancient period to 1900, with particular attention to the relationship between literary texts and larger social, cultural, and political contexts. —H. Shirane

3 points. Tu 2:10–4:00

East Asian EAAS W 3334x
Introduction to Modern Japanese Literature

Analysis and discussion of representative works of Japanese literature from the mid-19th century to contemporary literature. —P. Anderer

3 points. Not offered in 2003–04.

East Asian EAAS V 3615x
Japanese Literature and Film

Japanese stories and visions, from the late 19th century to the present. Topics include: the discovery of the new, the city, modern beauty, tragedy, the fantastic. Focus on the fiction of Soseki, Tanizaki, Kawabata, Oe, and Tsushima, and the films of Ozu, Mizoguchi, Kurosawa, Kobayashi, and Oshima. —P. Anderer

3 points. TuTh 4:10–5:25; screening Th 6:30–9

East Asian EAAS V 3660x
Kurosawa Seminar

Close analysis of all major work, especially the black and white films made between 1943 and 1965. Topics for discussion will include: Kurosawa's education and apprenticeship; the culture of wartime and post-war Japan; epic narration; modern tragedy. —P. Anderer

3 points. W 6:00–10:00

East Asian EAAS V 3405y
Women in Japanese Literature: Love, Sexuality, and Gender

Critical approaches to the representations of women in Japanese literature from the early period to the present with particular attention to gender constructions and women's writings. —T. Suzuki

3 points. TuTh 2:40–3:55

East Asian Religion EAAS W 4109y

Japanese Religious Landscapes: Practices and Representations

An examination of the concept of landscape in Japanese religious culture, focusing on the ways in which physical and imaginary landscapes were represented, in theory and practice, in literature, art, and ritual. Topics to be explored include cosmology, pilgrimage, and syncretism, and the relationship such world views have on politics, gender, and social institutions. —D. Moerman

Prerequisite: One course on Japanese or East Asian cultures or Art History or permission of the instructor.

3 points. TBA

Religion RELI V 3613y

Japanese Religious Tradition

—R. Abe

3 points. Not offered in 2003–04.

East Asian, Korea

History–Korean HSEA W 3862x

The History of Korea to 1900

—J. Haboush

3 points. TuTh 2:40–3:55

History–East Asian HSEA W 3863y

The History of Modern Korea

Recommended but not required: History–East Asian W 4031. Korean history from 1900 to the present. —C. Armstrong

3 points. MW 10:35–11:50

South Asian

EAAS W 4555y

Writing Tibet: Tradition and Change in 20th Century Tibetan Literature

Looks at literature as a site of intellectual confrontation, as a function of a wider discourse within a rapidly changing society, and as a negotiation with the label of “tradition.” Includes readings in translation and comparisons with western critical theory, but no prior knowledge of Tibetan or Tibet is required. —L. Hartley

3 points. TBA

EAAS G 4618x

Biography, Memory, and Modern Tibet: The Reading and Writing of Life Stories

—R. Barnett.

3 points. Th 2:10–4:00

Tibetan TIBT W 4550y

Understanding Modern Tibet

—R. Bernett

3 points. TuTh 2:10–4:00

Religion RELI V 3000y

Buddhist Ethics

—R. Thurman

3 points. TBA

HSME W 3650y

Gandhi's India

—J. Bakhle

Limited to 70 students

3 points. MW 2:00–4:00

South Asia MDES W3004x

Islam in South Asia

Explores the coming of Islam to South Asia, its growth over time, and the development of South Asian Muslims' cultural, religious, and political life from the 11th through the 21st century.

Assumes no previous background in Islam and South Asian studies. —F. Pritchett

3 points. MW 1:10–2:25

Asian Studies–Literature MDES W 3820y

Great Epics of India: Representations and Interpretations

—I. Peterson

3 points. TuTh 2:40–3:55

Asian Studies–Literature MDES W 4820

Women Writing about Women and Women Writing in India

—I. Peterson

3 points. TuTh 10:35–11:50

Asian Studies ASST W 4001y

History, Literature, and Culture of Bengal

An introduction to the history, literature, and culture of West Bengal and Bangladesh. Attention given to important figures, ideological trends, and social structures; Bengali texts in translation; and recent studies on Bengal. Lectures supplemented by slides and films. Introduction to Indian civilization, or the equivalent, is recommended as background. —R. McDermott

3 points. Not offered in 2003–04.

Religion RELI V 2600y

Hinduism

—R. McDermott

3 points. TuTh 9:10–10:25

Religion RELI V 2601y

Philosophies of India

—G. Tubb

3 points. Not offered in 2003–04.

Religion RELI 3804y, Sec. 14

Krishna

—J. Hawley

4 points. Not offered in 2003–04.

Asian Studies–Religion ASRL V 3974y

Hindu Goddesses

Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography, associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India. —R. McDermott

Prerequisite: One course in Indian culture or religion or permission of the instructor.

4 points. Not offered in 2003–04.

Asian Studies–Religion ASRL W 3772y

Perspectives on Evil and Suffering in World Religions

Exploration of the problems of evil and suffering in Christianity, Judaism, Hinduism, and Confucianism, with attention to such questions as what is “evil,” why it exists, how suffering fits into the religious world view, and how religious people cope with threats to their analytic capacities, powers of endurance, and moral insight. Draws on classical texts, myths, and modern fieldwork. —R. McDermott

3 points. Not offered in 2003–04.

Religion RELI V 3803x Sec. 63
Religious Worlds of New York

—T. Erzen

3 points. TBA

Middle Eastern

Ancient Studies ANCS W 4001x
Ancient Empires

A comparative study of five of the world's most prominent ancient empires: Assyria, Egypt, Rome, the Aztecs, and the Inkas. The developmental histories of those polities, and their essential sociopolitical, economic, and ideological features are examined in light of theories of the nature of early empires and methods of studying them. —T. D'Altroy, M. Van De Mieroop

3 points. Not offered in 2003–04.

History HIST W 1002y
Ancient History of Mesopotamia and Anatolia

—M. Van De Mieroop

3 points. MW 5:40–6:55

History HIST W 1004x
Ancient History of Egypt

—M. Van De Mieroop

3 points. Not offered in 2003–04.

History HSME W 3854x
East Mediterranean in the late Bronze Age

—M. Van de Mieroop

3 points. Tu 4:10–6:00

History MDES W 4950y
Late Ottomam State and Society

—N. Sohrabi

3 points. TuTh 2:40–3:55

Comparative Literature–Middle East CLME W 4322x
Literature and Catastrophe

—M. Nichanian

3 points. Not offered in 2003–04.

Comparative Literature–Middle East CLME W 4031y
The Sociology of Middle East Cinema

Introduction to Middle Eastern Cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society in Arab, Israeli, Turkish, and Iranian cinema. Cultural and collective expressions of some enduring concerns in modern Middle Eastern societies. —H. Dabashi

3 points. Not offered in 2003–04.

Political Science POLS BC 3414y
Women, Gender, and the Third World

—E. Friedman

4 points. W 2:10–4:00

Asian Civilizations–Middle East CLME W 3042y
Palestinian and Israeli Politics and Society

—J. Massad

3 points. TuTh 2:40–3:55

Islamic–Science MDES W 3750y

Islam, Science, and the West

Surveys the interaction between the religious Islamic dogma and the “foreign” sciences—the name applied mainly to the Greek sciences in early Islam—and continues into modern times to examine the interaction between Western European science and Islam. —G. Saliba

3 points. M 4:10–6:00

Religion RELI V 2630y

Islam

—P. Awn

3 points. MW 5:40–6:55

Religion RELI V 3803x

Seminar on Religious Thought: The Qur’an

—N. Yavari

4 points. Not offered in 2003–04.

Religion RELI V 3804y

Seminar on Religious Thought: Orality and Textuality in Islam

—N. Yavari

4 points. Not offered in 2003–04.

Religion RELI 3635x

History of Sufism

—P. Awn

3 points. Not offered in 2003–04.

Religion RELI V 3803x, Sec. 36

Seminar on Classical Sufi Texts

—P. Awn

4 points. Not offered in 2003–04.

Hebrew MDES W 3541x

Zionism: A Cultural Perspective

—D. Miron

3 points. MW 2:40–3:55

Hebrew MDES W 3540y

Introduction to Modern Hebrew Culture

An introduction to the modern, secular Hebrew culture of the last two hundred years. Distinguishes it from the continuity of traditional Jewish cultures, delineates some of its salient features, and indicates its scope and depth. Reading proficiency in Hebrew not required. —D. Miron

3 points. Not offered in 2003–04.

Comparative Literature–Middle East CLME W 3524y

Contemporary Israeli Fiction

The external (historical, chronological) and internal (literary) developments in Israeli fiction for the past forty years. Special attention is given to issues of gender, the voice of the narrator, and to the reflections of the Israeli existence in the literary texts. —G. Anidjar

3 points. Not offered in 2003–04.

Comparative Literature–Middle East CLME W 4520y

New Israeli Writing

—G. Anidjar

4 points. Not offered in 2003–04.

Religion RELI V 3349x

Jewish Family Law

—D. Halivni

3 points. Not offered in 2003–04.

Comparative Literature–Middle East CLME W 4353x

The Future of Law from Antigone to Auschwitz

—M. Nichanian

3 points. Not offered in 2003–04.

Religion RELI V 3355y

Development of Jewish Holidays

—D. Halivni

3 points. Not offered in 2003–04.

Religion RELI V 3360x

Jewish Liturgy

—D. Halivni

3 points MW 2:40–3:55

Also note offerings under departments of Anthropology, Art History, History, Political Science, Religion, Theatre, and Women's Studies.

Asian Language Courses

Language and literature courses are offered through the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures. Consult the listings of these departments in the Columbia College and Graduate School of Arts and Sciences bulletins for all the languages offered and detailed descriptions of courses.

Graduate Courses

Certain graduate courses given in the University may be taken by majors, with the consent of the major adviser, to supplement department offerings. Consult the *Bulletin of the Graduate School of Arts and Sciences* for listings.

BIOLOGICAL SCIENCES

1203 Altschul Hall

Introductory Laboratory Office: 911 Altschul Hall

854-2437

854-2153

www.barnard.edu/biology

Professors: Elizabeth S. Boylan (Provost), Paul E. Hertz¹ (Ann Whitney Olin Professor), James P. Mohler (Chair), Jeanne S. Poindexter

Associate Professor: Brian Morton

Assistant Professors: Hilary S. Callahan, James Danoff-Burg (Adjunct), John Glendinning, Shao-Ying Hua, Janet M. Larkin, Kristen A. Shepard

Professor Emeritus: Philip V. Ammirato

Introductory Laboratory Staff:

Director: Kathleen Marquis

Department Administrator: Lorrin Johnson

¹Absent on leave Spring term.

Biology is a field that explores the structure, function, interactions, and evolution of living organisms. Some of the most exciting issues of our era—such as those relating to biotechnology, genetic engineering, environmental problems, and health—require a strong background in biology. Biology courses at Barnard cover a broad range of topics, including molecular and cellular biology, genetics, development, physiology, evolution, and ecology.

Many students specialize in biology in preparation for a career in medicine, dentistry, public health, nutrition, or law. Others anticipate graduate work in one of the many subfields of biology leading to a teaching and/or research career. Still others plan futures as scientific writers, illustrators, photographers, industry or government researchers, or in areas such as environmental policy and law.

The biology major is designed to provide a student with a broad education in the field as well as an opportunity to cover a specific aspect of biology in depth if she desires. The major has a strong research component, with all lab sections at both the introductory and advanced levels limited to 16 students, ensuring ample opportunity for interaction with faculty. Students also have the option of conducting individual research projects under the guidance of a faculty member, as described below. The senior requirement for the biology major can be completed either by enrolling in a senior seminar that involves reading and discussing the current literature in a specific area of biology or by completing a guided research project.

Research

Students are strongly encouraged to engage in research at Barnard. Guided Laboratory Research (BIOL BC 3591), External Research in Biology (BIOL BC 3592), and Guided Library Research (BIOL BC 3597) may all be used for degree credit. Biology majors may also use guided research to fulfill major requirements as described below; however, students are encouraged to do more research than can be applied to the major requirements.

In addition to conducting research during the academic year, students are encouraged to pursue summer research internships. Barnard faculty engage many students in paid research projects during the summer. The departmental office also has information about summer internships outside Barnard. In addition, the department awards funds on a competitive basis to support summer research not otherwise funded by internships.

Introductory Course Selection

The Biology Department offers several options at the introductory level; students should select courses on the basis of their preparation and background in biology. Students who took advanced biology in high school should enroll in the 2000-level sequence (BIOL BC 2001, BC 2002, and the lab courses BC 2003 and BC 2004). This sequence can be started either in the fall (BIOL BC 2002 and BC 2003) or the spring (BIOL BC 2001 and BC 2004) and fulfills the laboratory science portion of the General Education Requirement as well as the premedical requirement in biology.

Students with little or no experience in biology should enroll in the 1000-level sequence, which provides an appropriate introduction to important concepts in the field. Both BC 1001 and BC 1002 include a laboratory component and together fulfill the laboratory science portion of the General Education Requirement. Students who wish to move on to the 2000-level courses, which are prerequisites for advanced classes in biology, are eligible to do so upon completion of BC 1001.

AP Course Credit

Students who have passed the Advanced Placement examination in biology with a grade of 4 or 5 are exempt from BIOL BC 1001 and receive 3 points of credit. Students may receive an additional 1.5 points of credit upon approval of an AP laboratory notebook. Students with an AP biology score of 4 or 5 may complete the Barnard lab science requirement with (a) BIOL BC 1002, (b) BIOL BC 2002 and BC 2003, or (c) BIOL BC 2001 and BC 2004. However, students must complete the entire 2000-level sequence (BC 2001, 2002, 2003, and 2004) for the biology major or minor and for the biology premedical requirements. AP credit is granted regardless of which introductory courses are completed at Barnard.

REQUIREMENTS FOR THE MAJOR

The curriculum for biology majors complements the general education mission of a liberal arts college by providing a broad education in the field. It also satisfies the needs of students who anticipate postgraduate study in biology or medically oriented fields. The requirements for a major in biology are listed below:

Introductory Biology. Students must complete a year of introductory biology, including the laboratory (BIOL BC2001, 2002, 2003, 2004).

Lecture Courses. A minimum of six lecture courses are required for the major. In order to ensure breadth, these six courses must include at least one from each of the following three pairs:

1. BIOL BC 3302 *Molecular Biology* or BIOL BC 3310 *Cell Biology*
2. BIOL BC 3360 *Animal Physiology* or BIOL BC 3340 *Plant Physiology*
3. BIOL BC 3278 *Evolution* or BIOL BC 3372 *Population and Community Ecology*

Courses numbered at the 3200 level are particularly appropriate for sophomores who have completed the 2000-level sequence. Appropriate lecture courses at Columbia University may be used to satisfy the lecture requirement. A list of approved courses is at the end of the list of Barnard biology courses; other courses require permission of the department chair.

Laboratories. Students must complete at least three laboratories beyond introductory biology. (Laboratories require a lecture course as co-requisite or prerequisite, as specified in the course descriptions.) Biology laboratories at Barnard require a lab fee of \$50 per course. Appropriate biology laboratories at Columbia University may also be used to satisfy the lab requirement with the permission of the department chair. Students may use a

research course in biology to fulfill one of the three required laboratories. Students can do this either with one semester of Guided Laboratory Research (BIOL BC 3591) or with two sequential semesters of External Research (BIOL BC 3592). Both options require concurrent participation in the Research Seminar (BIOL BC 3595) for one semester.

Senior Requirement. Students may complete the senior requirement with one of the following three options. Option 2 is available only to students who have not used Guided Laboratory Research or External Research to fulfill a lab requirement.

1. Senior Seminar (BIOL BC 3590).
2. Guided Laboratory Research (BIOL BC 3591) with concurrent participation in the Research Seminar (BIOL BC 3595).
3. Guided Library Research (BIOL BC 3597) with concurrent participation in the Research Seminar (BIOL BC 3595).

Chemistry Requirement. One year of chemistry with laboratory, including one term of organic chemistry, is required (CHEM BC 1601, BC 3328, and BC 3230).

Additional courses for further postgraduate study. Students who are interested in attending graduate or professional schools should take an additional year of chemistry (CHEM BC 3231, Organic Chemistry II, and CHEM BC 3232, Intermediate General Chemistry) and one year each of calculus and physics. A course in statistics may also be recommended. Students interested in the health sciences should register with the Pre-Professional Office during their first two years and many plan to take the MCAT exam at the end of their junior year.

REQUIREMENTS FOR THE MINOR

A minor in biology must include one year of introductory biology (BIOL BC 2001, BC 2002, BC 2003, BC 2004), three additional lecture courses at the 3000 level or higher, and two additional laboratory courses. One of the lab courses may be Guided Research (BIOL BC 3591) if taken concurrently with the Research Seminar (BIOL BC 3595).

Biochemistry, chemistry, environmental science, physics, and psychology majors need to take only one advanced laboratory instead of two, but the lab may not be a guided research course.

Requirements for the major in Environmental Biology are listed alphabetically. See page 197.

COURSES OF INSTRUCTION

Introductory Courses

BIOL BC 1001x

Revolutionary Concepts in Biology

An exploration of the major discoveries and ideas that have revolutionized the way we view organisms and understand life. The basic concepts of cell biology, anatomy and physiology, genetics, evolution, and ecology will be traced from seminal discoveries to the modern era. The laboratory will develop these concepts and analyze biological diversity through a combined experimental and observational approach. —K. Shepard

Course does not fulfill Biology major requirements or premedical requirements. Enrollment in laboratory limited to 16 students per section.

4.5 points. Lecture MWF 9:00–9:50 + 3-hr Lab TBA

BIOL BC 1002y**Contemporary Issues in Biology**

An exploration of modern biology as it pertains to contemporary issues. One module examines the microbiological agents that cause disease and addresses how such agents can be used as weapons for terrorism or war. Another module considers human physiology, focusing on major health issues. The third module explores growth and resource use, emphasizing the uniqueness of human populations. Lab exercises introduce biological techniques for studying these topics. —S. Hua, J. Mohler, H. Callahan.

(Course does not fulfill biology major requirements or premedical requirements.)

Prerequisites: BIOL BC 1001 or equivalent preparation and background. Enrollment in laboratory sections limited to 16 students per section.

4.5 points. Lecture MWF 9:00–9:50 + 3-hr Lab TBA

WMS BC 1003x**Introduction to Women's Health**

See description in Women's Studies Department Course listing.

3 points. MW 4:10–5:25

BIOL BC 2001y**Molecular and Cellular Biology**

A detailed introduction to cellular and subcellular biology: cell structures and functions, energy metabolism, biogenesis of cell components, biology of inheritance, molecular genetics, regulation of gene expression, and genes in development. —J. Poindexter

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.

3 points. MWF 9:00–9:50

BIOL BC 2002x**Physiology, Ecology, and Evolutionary Biology**

A detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics. —P. Hertz

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.

3 points. MWF 9:00–9:50

BIOL BC 2003x**Biodiversity Laboratory**

A laboratory-based introduction to the major groups of living organisms; anatomy, physiology, evolution, and systematics; laboratory techniques for studying and comparing functional adaptations.

—Instructor TBA

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation. Prerequisite or corequisite: BC 2002. Enrollment limited to 16 students per section.

2 points. Recitation M 10:00–12:00 or F 1:00–2:00 + 3-hr Lab TBA

BIOL BC 2004y**Biological Experimentation Laboratory**

A laboratory-based introduction to experimental biology; classic and modern approaches to the investigation of growth, development, reproduction, heredity, environmental influences, enzymes, and correlation between structure and function. Experimental design, practical techniques, and data interpretation. —Instructor TBA

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.

Prerequisite or corequisite: BC 2001. Enrollment limited to 16 students per section.

2 points. Recitation M 10:00–12:00 or F 1:00–2:00 + 3-hr Lab TBA

Intermediate Level Courses

(Suitable for Sophomores, Juniors, and Seniors)

BIOL BC 3200x

Genetics

Mendelian and molecular genetics of both eukaryotes and prokaryotes, with an emphasis on human genetics. Topics include segregation, recombination and linkage maps, cytogenetics, gene structure and function, mutation, molecular aspects of gene expression and regulation, genetic components of cancer, and genome studies. —B. Morton

Prerequisites: BC 2001, 2002, 2003, 2004 or the equivalent.

3 points. TuTh 10:35–11:50

BIOL BC 3201x

Laboratory in Genetics

Exercises in genetics at both the Mendelian and molecular levels. Basic principles of genetic analysis will be studied using *Drosophila* and bacteria. A project in molecular genetics, involving such techniques as PCR, gel electrophoresis, and cloning, will be undertaken using plant genes. —B. Morton

Prerequisite or corequisite: BC 3200. Enrollment limited to 16 students per section.

3 points. W 1:10–6:00

BIOL BC 3240x

Plant Biology

A survey of plant biology emphasizing evolutionary and ecological perspectives on mating and reproduction, physiology, anatomy and morphology. —H. Callahan

Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. TuTh 9:10–10:25

BIOL BC 3241x

Laboratory in Plant Biology

Studies of the structure, ecology, and evolution of plants. Laboratory exercises include field problems, laboratory experiments, plant collections and identification, and examination of the morphology of plant groups. —H. Callahan

Prerequisite or corequisite: BC 3240. Enrollment limited to 16 students.

3 points. Th 1:10–6:00

BIOL BC 3250y

Invertebrate Zoology

The biology and biodiversity of invertebrate animals: the internal organs of invertebrates; the development, behavior, and evolution of these animals, stressing their adaptations to marine, freshwater, and terrestrial habits; and a systematic survey of invertebrates will structure the course. —J. Danoff-Burg

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. TuTh 10:35–11:50

BIOL BC 3252

Animal Development

An introduction to animal development stressing the mechanisms that control developmental processes. Topics include spermatogenesis, oogenesis, fertilization, cleavage, establishment of the body plan, cellular events in gastrulation and morphogenesis, and control of gene expression in development. —J. Mohler

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. Not offered in 2003–04.

BIOL BC 3260

Vertebrate Zoology

A systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history, body architecture, energetics, locomotion, feeding, and behavior. —P. Hertz

Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. Not offered in 2003–04.

BIOL BC 3278y**Evolution**

A study of the process of evolution with an emphasis on the mechanisms underlying evolutionary change. Topics include the origins of life, rates of evolutionary change, phylogenetics, molecular evolution, adaptive significance of traits, sexual selection, and human evolution. —B. Morton

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. MWF 11:00–11:50

BIOL BC 3280x**Animal Behavior**

Introduction to animal behavior; physiological bases of behavior (sensory systems, neurophysiology of behavior, appetitive and reproductive behavior), ethological approaches to behavior (communication, territoriality, dominance, and aggression) and evolution of behavior (behavior genetics, behavioral ecology, sociobiology). —J. Glendinning

Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. MWF 10:00–10:50

Upper Level Courses

(Suitable for Juniors and Seniors)

BIOL BC 3302x**Molecular Biology**

An introduction to molecular biology. Topics include: genome organization, DNA replication, regulation of RNA synthesis, protein synthesis, macromolecular cell biology, and control of gene expression in development. —J. Mohler

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. MWF 9:00–9:50

BIOL BC 3303y**Laboratory in Molecular Biology**

An introduction to the use of molecular techniques to answer questions about subcellular biological phenomena. Techniques include isolation of genomic and plasmid DNAs, restriction enzyme analysis, DNA and protein electrophoresis, bacterial transformation, and plasmid subcloning.

—J. Mohler

Prerequisite or corequisite: BC 3302 or permission of the instructor. Enrollment limited to 16 students.

3 points. Th 1:10–6:00

BIOL BC 3305y**Project Laboratory in Molecular Biology**

A project laboratory in molecular biology of *Drosophila*. Experiments will include isolation of phage, plasmid, and genomic DNA: screening of DNA libraries; restriction mapping, Southern analysis, and characterization of RNA transcripts. Project will characterize a particular unknown *Drosophila* sequence and RNA derived in vivo from that DNA. —J. Mohler

Prerequisite: BC 3302 or permission of the instructor. Enrollment limited to 12 students.

5 points. Not offered in 2003–04.

BIOL BC 3310x**Cell Biology**

Study of structures and functions of eukaryotic cells. Cell membranes and the endomembrane system, proteins (with emphasis on enzymes and antibodies), organelle biogenesis, intracellular trafficking, cytoskeleton and motility, cell cycle control, and signaling. Methods of study and both landmark and contemporary experiments are examined. —J. Larkin

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. MWF 11:00–11:50

BIOL BC 3311y

Laboratory in Cell and Tissue Biology

An introduction to cell biological techniques used to investigate structural, molecular, and physiological aspects of eukaryotic cells and their organization into tissues. Techniques include light and electron microscopy, cell culture, isolation of cellular organelles, protein electrophoresis and Western Blot analysis. —J. Larkin

Prerequisite or corequisite: BC 3310. Enrollment limited to 16 students.

3 points. W 1:10–6:00

BIOL BC 3320x

Microbiology

Study of prokaryotic and selected eukaryotic microorganisms with regard to cell structure, physiology, and metabolism; genetic mechanisms and interrelationships in bacteria. Some aspects of applied microbiology, the role of microorganisms in natural processes, aspects of pathogenicity and immunity to disease. —J. Poindexter

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. MWF 12:00–12:50

BIOL BC 3321x

Laboratory in Microbiology

Provides experience in the isolation, cultivation, and preservation of pure cultures of microorganisms from natural populations. Methods used for study of cell structure, growth, physiology, and genetics of bacteria will be followed by a small independent project. —J. Poindexter

Prerequisite or corequisite: BC 3320. Enrollment limited to 16 students.

3 points. Tu 1:10–4:00 and Th 1:10–3:00

BIOL BC 3340y

Plant Physiology

Processes of metabolism, growth, and development in green plants, particularly the angiosperms. Photosynthesis, nutrient and water acquisition, respiration; hormones and plant movement; responses to environmental stimuli and stresses; defenses against pathogens; flower, fruit, and seed formation. Experimental approaches are emphasized. —K. Shepard

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. MW 11:00–12:15

BIOL BC 3341y

Laboratory in Plant Physiology

An introduction to techniques used to investigate aspects of physiology, including photosynthesis, water relations, mineral nutrition, germination, flowering, and hormone function. Methods include infrared carbon dioxide analysis, spectrophotometry, chromatography, and bioassay. Students conduct independent projects in the last month of term.—K. Shepard

Prerequisite or corequisite: BC 3340. Enrollment limited to 16 students.

3 points. Tu 1:10–6:00

BIOL BC 3342

Plant Development

Processes of growth, differentiation, and organization in plants; major morphogenetic events in the transition from zygote to flowering plant; hormonal and environmental effects and mechanisms of action. —K. Shepard

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. Not offered in 2003–04.

BIOL BC 3343**Laboratory in Plant Development**

An experimental approach to patterns, processes, and control mechanisms of plant development. Meristems and cell differentiation; embryogenesis and organogenesis; responses to hormones and environmental variables. Work with whole plant, organ, and cell cultures. —K. Shepard

Prerequisite or corequisite: BC 3342. *Enrollment limited to 16 students.*

3 points. Not offered in 2003–04.

BIOL BC 3360y**Animal Physiology**

Physiology of major organ systems; function and control of circulatory, respiratory, digestive, excretory, endocrine, nervous, and immune systems in animals; emphasis on vertebrates. —J. Glendinning

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. MWF 9:00–9:50

BIOL BC 3361y**Laboratory in Animal Physiology**

Provides a hands-on introduction to the different physiological systems in vertebrates and invertebrates. Emphasizes the operation of a variety of physiological monitoring devices and the collection and analysis of physiological data. —J. Glendinning

Prerequisite or corequisite: BC 3360. *Enrollment limited to 16 students.*

3 points. Th 1:10–6:00

BIOL BC 3362x**Neurobiology**

Structure and function of neural membranes; ionic basis of membrane potential and action potential; synaptic transmission and neurochemistry; sensory transduction and processing; reflexes and spinal cord physiology; muscle structure and function; neuronal circuitry; nervous system development. —S. Hua

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. TuTh 9:10–10:25

BIOL BC 3363y**Laboratory in Neurobiology**

Introduction to techniques commonly used in current neurobiological research, including intracellular and extracellular recording of action potentials, neuroanatomical methods, and computer simulation of the action potential. —S. Hua

Prerequisite or corequisite: BC 3362. *Enrollment limited to 16 students.*

3 points. W 1:10–6:00

BIOL BC 3364y**Advanced Neurobiology**

Analysis of molecular aspects of neuronal function, emphasizing recent discoveries. Topics include molecular mechanisms of synaptic transmission, synaptic plasticity and synaptic formation, and relationship between structure and function for ion-channels, neurotransmitter receptors, and neurotoxins. —S. Hua

Prerequisites: One of the following: BIOL BC3362, Neurobiology, BIOL BC 3360, Animal Physiology, PSYC BC 1119, Behavioral Neuroscience, or the equivalent.

3 points. TuTh 9:10–10:25

BIOL BC 3372x**Population and Community Ecology**

Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography. Lectures integrate theory with empirical studies. —J. Danoff-Burg

Prerequisites: BIOL BC 2001, 2002, 2003, 2004, or equivalent.

3 points. TuTh 10:35–11:50

BIOL BC 3373y

Laboratory in Ecology

The definition of ecological problems in experimentally tractable ways; the design of experiments and analysis of ecological data; class projects on population ecology. Students conduct individual projects during last month of term. —Instructor TBA

Prerequisite or corequisite: BC 3372. *Enrollment limited to 16 students.*

3 points. M 1:10–6:00

BIOL BC 3374

Epidemiology

Principles of epidemiology and the application of epidemiologic methods to the study of populations. Topics include study designs in epidemiology; determinants of exposure and outcome; analytic issues in acute, communicable, and chronic disease epidemiology; introductory genetic, molecular, and environmental epidemiology. —Instructor TBA

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. Not offered in 2003–04.

BIOL BC 3386x

Research Design and Analysis

Introduction to basic principles of experimental design and statistics. Topics include developing testable research hypotheses, pseudoreplication, simple and complex experimental designs, selecting the most appropriate statistical test, and evaluating research articles. —J. Glendinning

Prerequisites: BC 2001, 2002, 2003, 2004, college-level algebra, or the equivalent.

3 points. MWF 12:00–12:50

BIOL BC 3590x, y

Senior Seminars in Biology

Required of all majors who do not select Guided Research (BIOL BC 3591 or BC 3597) to fulfill the senior requirement, these seminars allow students to explore the primary literature in the Biological Sciences in greater depth than can be achieved in a lecture course. Attention will be focused on both theoretical and empirical work. Seminar periods are devoted to oral reports and discussion of assigned readings and student reports. Students will write one extensive literature review of a topic related to the central theme of the seminar section. —x: J. Larkin; y: B. Morton

4 points. Sections 8 and 9 will be offered in 2003–04.

1. **Plant Biotechnology** —K. Shepard
2. **Evolutionary Ecology** —P. Hertz
3. **Molecular and Developmental Genetics** —J. Mohler
4. **Ecology and Changing Environment** —H. Callahan
5. **Virus Structure and Propagation** —J. Poindexter
6. **Neurobiology** —S. Hua
7. **Population Health** —Instructor TBA
8. **Molecular Regulation of Intracellular Trafficking** —J. Larkin F 1:10–3:00
9. **Molecular Evolution** —B. Morton F 1:10–3:00
10. **Sensory Ecology** —J. Glendinning

BIOL BC 3591x, y

Guided Laboratory Research

Independent research in the department to suit the needs of the individual student in consultation with faculty sponsor. Participation in department Research Seminar (BC 3595) required for credit to be counted toward the major. —Staff

Prerequisites: Permission of a faculty sponsor. Graded with a letter grade or P*/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements, when taken with BIOL BC 3595.

1–4 points.

BIOL BC 3592x, y
External Research in Biology

Research projects conducted outside the department developed in consultation with a department faculty member who serves as cosponsor. —Staff

Prerequisites: Permission of a department faculty cosponsor. Under conditions specified by the department faculty, an external project may receive credit toward the major in lieu of an elective laboratory course.

Graded P/F.*

1–4 points.

BIOL BC 3593x–3594y
Research and Seminar in Neuroscience and Behavior

Independent research under faculty supervision culminating in a research paper and oral presentation. Throughout the year, weekly seminars will be used to discuss research approaches, methodological difficulties, and data analysis. —Staff

Prerequisites: Six of the required courses for the Neuroscience and Behavior major.

4 points. Tu 4:10–6:00

BIOL BC 3595 x, y
Research Seminar

Discussions of approaches to research, methods of scientific communication, and the presentation of scientific data, culminating in a paper and oral report of the results of a research project guided by a faculty sponsor. —x: J. Mohler; y: S. Hua

Corequisite: BC 3591 or BC 3597.

1 point.

BIOL BC 3597 x, y
Guided Library Research

Independent library-based research in consultation with Barnard faculty sponsor to suit the needs of the individual student. —Staff

Weekly meetings with research mentor. Graded with a letter grade or P/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements, when taken with Research Seminar*

BIOL BC 3595.

1–4 points.

Additional Courses in the University

The courses listed below may also be used to satisfy the elective course requirements for the Barnard Biology major. To determine the suitability of other courses offered in the university, please consult the department chair.

Biochemistry

CHEM BC 3282	Biological Chemistry
CHEM BC 3355/3357	Biochemistry Laboratory Techniques

Biology

BIOL W 3002	Introduction to Animal Structure and Function
BIOL W 3020	Biotechnology
BIOL W 3034	Molecular Evolution
BIOL W 3073	Immunology

Environmental Biology

ENVB W 3087	Conservation Biology
ENVB W 3142	Evolutionary Ecology
ENVB W 4051	Biology of Small Populations
ENVB W 4101	Tropical Field Ecology
ENVB W 4550	Plant Ecophysiology
ENVB W 4601	Biological Systematics
ENVB W 4666	Arthropod Diversity
ENVB W 4789	Biogeography

CHEMISTRY

607 Altschul Hall

854-8460

www.barnard.edu/chem**Professors:** Sally Chapman¹, Leslie Lessinger (Chair)**Assistant Professors:** Joanna Pellois (Term), Linda Doerrer, Dina Merrer, Christian Rojas, Ann Shinnar**Director of General Chemistry Laboratories:** Olympia Jebejian**Director of Organic Chemistry Laboratories:** Meenakshi Rao**Associates:** Mandy Bennett, Robert Black, Frances Feerst, Toby Holtz, Colette Levi, SuQing Liu, Stanley Shapiro, Ying Xie¹Absent on leave Autumn term.

Chemistry is the study of the nature of substances and their transformations. In a three-year sequence of core courses, a chemistry or biochemistry major gains familiarity with the basic areas of the field: inorganic, organic, physical, analytical, and biological chemistry. In addition, she acquires sufficient skill in laboratory work that she is prepared for research.

Students who have taken the Advanced Placement Test may be given advanced placement and one semester's *lecture* credit with scores of 4 or 5.

The laboratories of the department are modern and well equipped for both coursework and independent projects. Students may undertake independent research projects under the guidance of members of the department during the academic year or the summer. Opportunities are also available for undertaking research projects with staff members of the many medical schools or research institutions in New York City, as well as with the Columbia faculty.

Students wishing to fulfill the minimum two-year chemistry requirement for medical school should take Chemistry BC 1601, *General Chemistry*; Chemistry BC 3328, BC 3230, and BC 3231, *Organic Chemistry I and II* with laboratory; and Chemistry BC 3232, *Intermediate General Chemistry*. The laboratory courses Chemistry BC 3333 and 3338 are recommended.

Credit will not be given for any course below the 3000 level after completing Chemistry BC 3230 or its equivalent.

REQUIREMENTS FOR THE MAJOR

Two majors are offered by the department: chemistry and biochemistry. Qualified seniors are invited to participate in the senior honors program in which they carry out a year-long research project leading to a thesis.

A student interested in chemistry or biochemistry should consult any member of the department during her first year. In the first year she should take Chemistry BC 1601, BC 3328, and BC 3230, and start or continue the study of calculus. It is then possible for her to fulfill the basic requirements for the major in three years and to take advanced courses in the senior year. After completing the undergraduate curriculum, students are encouraged to undertake research projects, and to take graduate courses at Columbia.

Research experience is strongly recommended for students planning graduate study. Interested students should consult with individual faculty members about the research problems currently being investigated.

Chemistry

Courses required for the chemistry major are:

CHEM BC 1601	<i>General Chemistry I</i>
CHEM BC 3328, 3230	<i>Organic Chemistry I with Laboratory</i>
CHEM BC 3231	<i>Organic Chemistry II</i>
CHEM BC 3335	<i>Modern Techniques of Organic Chemistry Laboratory</i>
CHEM BC 3340	<i>Quantitative and Instrumental Techniques Laboratory</i>
CHEM BC 3252	<i>Introduction to Thermodynamics and Kinetics</i>
CHEM BC 3253	<i>Structure, Bonding, and Spectroscopy</i>
CHEM BC 3271	<i>Inorganic Chemistry</i>
CHEM BC 3365, 3368	<i>Integrated Chemistry Laboratory</i>
Mathematics	<i>Calculus I and II in any sequence (S, A, or honors)</i>
PHYS BC 1206, 1207	<i>Calculus-based Physics with Laboratory</i>
or equivalent physics courses at Columbia.	

Elective: one of

CHEM BC 3254	<i>Methods and Applications in Physical Chemistry</i>
or CHEM BC 3282	<i>Biological Chemistry</i>
or CHEM BC 3280	<i>Advanced Organic Chemistry</i>
or CHEM G 4103	<i>Advanced Inorganic Chemistry</i>

Senior requirement: Either *Senior Honors Thesis* (CHEM BC 3901x–3902y, by invitation of the department) or *Guided Research* at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598) or *Senior Colloquium* (CHEM BC 3590y, or CHEM C3920x, y).

Recommended: *Calculus III*.

A list of major requirements, several possible course sequences, and information about the senior requirement may be obtained from any member of the department.

Biochemistry

Courses required for the biochemistry major are:

CHEM BC 1601	<i>General Chemistry I</i>
CHEM BC 3328, 3230	<i>Organic Chemistry I with Laboratory</i>
CHEM BC 3231	<i>Organic Chemistry II</i>
CHEM BC 3333	<i>Modern Techniques of Organic Chemistry Laboratory</i>
CHEM BC 3338	<i>Quantitative and Instrumental Techniques Laboratory</i>
CHEM BC 3252	<i>Introduction to Thermodynamics and Kinetics</i>
CHEM BC 3253	<i>Structure, Bonding, and Spectroscopy</i>
Mathematics	<i>Calculus I and II in any sequence (S, A, or honors)</i>
PHYS BC 1206, 1207	<i>Calculus-based Physics with Laboratory</i>
or equivalent physics courses at Columbia.	
BIOL BC 2001, 2002, with 2003 or 2004	<i>General Biology with at least one semester of Laboratory</i>
CHEM BC 3282	<i>Biological Chemistry</i>
BIOL BC 3302	<i>Molecular Biology</i>
CHEM BC 3355	<i>Biochemistry Laboratory Techniques</i>
or CHEM BC 3357	<i>Biochemistry Laboratory Techniques</i>
and BIOL BC 3303	<i>Laboratory in Molecular Biology</i>

An elective course from a list of approved Biology and Chemistry courses.

Senior requirement: Either *Senior Honors Thesis* (CHEM BC 3901x–3902y, by invitation of the department) or *Guided Research* at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598) or *Senior Colloquium* (CHEM BC 3590y, or CHEM C3920x, y).

A list of major requirements, including possible elective courses, and information about the senior requirement may be obtained from any member of the department.

REQUIREMENTS FOR THE MINOR

Courses required for the Chemistry minor are: CHEM BC 1601, BC 3328, BC 3230, BC 3231, BC 3333, BC 3338, and one of BC 3232, BC 3252, BC 3271, or BC 3282.

There is no minor in Biochemistry.

COURSES OF INSTRUCTION

CHEM BC 1601x **General Chemistry I**

Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory experience with both qualitative and quantitative techniques. —L. Doerrer; O. Jebejian and staff

Prerequisite: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).

5 points. Lecture: TuTh 9:10–10:25; Lab lecture and laboratory one afternoon: MTWRF 1:10–5:00.

Lecture and laboratory must be taken together unless permission of the instructor is given at the time of program filing. Laboratory fee: \$28.

CHEM BC 1602y **General Chemistry II**

Kinetics and mechanisms of chemical reactions; nuclear chemistry and radioactivity; atomic and molecular structure; selected topics in environmental chemistry, organic chemistry, and biochemistry. —E. Kujawinski; O. Jebejian and staff

Prerequisite: BC 1601 or permission of the instructor. Students who have completed BC 3230 or its equivalent may not subsequently receive credit toward the degree for BC 1602.

5 points. Lecture: TuTh 9:10–10:25; Lab lecture and laboratory: M 1:10–5:00. Laboratory fee: \$28.

CHEM BC 1702y **General Chemistry II Laboratory**

Laboratory portion of Chemistry BC 1602. —E. Kujawinski; O. Jebejian and staff

Prerequisite: General Chemistry I with laboratory. *Corequisite:* General Chemistry II lectures or equivalent and permission of the instructor.

2 points. Laboratory fee: \$28. Lecture. Lab lecture and laboratory: M 1:10–5:00.

CHEM BC 3328y **Introductory Organic Chemistry Laboratory**

Basic techniques of experimental organic chemistry. Principles and methods of separation, purification, and characterization of organic compounds. Selected organic reactions. —M. Rao and staff

Prerequisite: BC 1601 or equivalent with grade of C or better, or BC 1601 and BC 1602 or equivalent.

Corequisite: BC 3230 or equivalent.

2.5 points. Lecture and laboratory one afternoon: MTWRF 1:10–5:30. Laboratory fee: \$35.

CHEM BC 3328x (Fall) **Introductory Organic Chemistry Laboratory**

Same as CHEM BC 3328y. —M. Rao and staff

Prerequisite: BC 3230 or equivalent.

2.5 points. Lecture and laboratory: W only 1:10–5:30. Laboratory fee: \$35.

CHEM BC 3230y **Organic Chemistry I**

Atomic and molecular structure; introduction to aliphatic and aromatic chemistry with emphasis on modern theories; organic reaction mechanisms, stereochemistry, and spectroscopy. —D. Merrer

Prerequisite: BC 1601 or equivalent with a grade of C or better, or BC 1601 and BC 1602 or equivalent. Credit

will not be given for any course below the 3000 level after completing Chemistry BC 3230 or its equivalent.
3.5 points. Lecture: TuTh 9:10–10:25; Problem section: F 12:00–12:50.

CHEM BC 3231x
Organic Chemistry II

Continued treatment of the topics of Organic Chemistry I with extensions and an introduction to biological compounds and bio-macromolecules. —D. Merrer

Prerequisite: BC 3230.

3.5 points. Lecture: MWF 10:00–10:50; Problem section: Tu 12:00–12:50.

CHEM BC 3232y
Intermediate General Chemistry

Selected aspects of general chemistry, primarily for premedical and biological science students. Thermodynamics, equilibrium, kinetics, complex ions and coordination compounds, and radio-chemistry, with applications to analytical chemistry and biochemistry. —C. Rojas

Prerequisites: BC 1601 and Organic Chemistry I. BC 3230 may be taken as a corequisite with permission of the instructor. Optional parallel laboratory work: BC 3338. Chemistry C 1404 is not an acceptable equivalent for BC 3232.

3 points. Lecture: MWF 10:00–10:50.

CHEM BC 3333x
Modern Techniques of Organic Chemistry Laboratory

Introduction to qualitative and quantitative organic analysis and to advanced techniques, emphasizing instrumental and chromatographic methods. Selected reactions. —C. Rojas; M. Rao and staff

Prerequisites: BC 3230 and BC 3328. C 3543 is not acceptable. *Corequisite:* BC 3231.

3 points. Lecture: Th 12:00–12:50; Laboratory one afternoon: M, Tu, or Th 1:10–5:30. Laboratory fee: \$35.

CHEM BC 3335x
Modern Techniques of Organic Chemistry Laboratory

Identical to BC 3333, plus a library problem, a short project, and additional preparative experiments. —C. Rojas; M. Rao and staff

Prerequisites: BC 3328 and BC 3230. *Corequisite:* BC 3231.

5 points. Lecture: Th 12:00–12:50; Laboratory two afternoons: TuTh 1:10–5:30. Laboratory fee: \$35.

CHEM BC 3337x
Modern Techniques of Organic Chemistry Laboratory

Prerequisite: BC 3333x.

2 points. Laboratory one afternoon: M, Tu, or Th 1:10–5:30.

Note: CHEM BC 3333x + CHEM BC 3337x = 3335x

CHEM BC 3338y
Quantitative and Instrumental Techniques Laboratory

Quantitative techniques in volumetric analysis, radiochemistry, spectrophotometry, and pH measurement. Applications of computers. —J. Pellois and O. Jebejian

Corequisite for students not majoring in chemistry or biochemistry: BC 3232 or BC 3252.

3 points. Lecture: Tu 1:10–2:00; Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00.
Laboratory fee: \$35.

CHEM BC 3340y**Quantitative and Instrumental Techniques Laboratory**

Identical to BC 3338, but with a greater variety and number of experiments. —J. Pellois and O. Jebejian

Corequisite for students not majoring in chemistry or biochemistry: BC 3232 or BC 3252.

5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00.

Laboratory fee: \$35.

CHEM BC 3342y**Quantitative and Instrumental Techniques Laboratory**

Prerequisite: BC 3338y.

2 points. Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00.

Note: CHEM BC 3338y + CHEM BC 3342y = 3340y

CHEM BC 3252y**Introduction to Thermodynamics and Kinetics**

Introduction to the laws of thermodynamics; application primarily to ideal systems. Free energy and equilibrium. Kinetics: rate laws and mechanisms, experimental techniques. —S. Chapman

Prerequisites: CHEM BC 3231, Physics I (Mechanics), and Calculus II.

3.5 points. Lecture: MWF 10:00–10:50. Problem section: F 12:00–12:50.

CHEM BC 3253x**Structure, Bonding, and Spectroscopy**

Introduction to quantum chemistry. The structure of atoms and molecules. Energy levels and spectra. —L. Lessinger

Prerequisites: Physics II and Calculus II.

3.5 points. Lecture: MWF 11:00–11:50. Problem section: M 12:00–12:50.

CHEM BC 3254y**Methods and Applications in Physical Chemistry**

Applications of thermodynamics to real systems; activities; electrochemistry. Transport properties. Kinetic theory of gases. Radiochemistry. Solids and crystallography. —L. Doerrer

Prerequisites: CHEM BC 3252, 3253

3.5 points. Lecture: MWF 11:00–11:50. Problem section: M 12:00–12:50.

CHEM BC 3271x**Introduction to Inorganic Chemistry**

Structure and reactivity of inorganic compounds: bonding, reaction mechanisms, selected main group chemistry, transition metal chemistry, organometallics, clusters, catalysis, and bioinorganic chemistry. —J. Pellois

Prerequisite: CHEM BC 3230y.

3.5 points. Lecture: TuTh 9:10–10:25. Problem section: W 12:00–12:50.

CHEM BC 3280y**Advanced Organic Chemistry**

Survey of topics in structural, mechanistic, and synthetic organic chemistry, including molecular orbital treatment of structure, bonding, and chemical reactivity; elucidation of organic reaction mechanisms; pericyclic reactions; stereoelectronic effects; asymmetric reactions; and natural product total synthesis. —D. Merrer and C. Rojas

Prerequisite: One year of organic chemistry.

3.5 points. Lecture: MWF 11:00–11:50. Problem section: TBA

CHEM BC 3282y
Biological Chemistry

Detailed introduction to biochemical building blocks, macromolecules, and metabolism. Structures of amino acids, lipids, carbohydrates, nucleic acids. Protein structure and folding. Enzyme mechanisms, kinetics, allostery. Membranes. Protein and genetic engineering. Catabolism and anabolism with emphasis on chemical intermediates, metabolic energy, catalysis by specific enzymes, regulation.

—A. Shinnar

Prerequisite: One year of organic chemistry, one year of biology.

3.5 points. Lecture: MWF 9:00–9:50. Problem section: W 12:00–12:50.

CHEM BC 3355x
Biochemistry Laboratory Techniques

Fundamental techniques used to isolate, characterize, and study nucleic acids, proteins, carbohydrates, and lipids. Theory and application of buffers, spectrophotometry, cell fractionation, centrifugation, extraction, chromatographic separations, electrophoresis, radioactivity. Enzyme purification and kinetics. Chemical and enzymatic assays. NMR and MS structure determination.

—A. Shinnar

Prerequisites: One year of organic chemistry, one year of biology, four semesters of chemistry and biology laboratory, and CHEM BC 3282 or Biology-Chemistry C 3501 or Biochemistry G 4021.

5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00.

Laboratory fee: \$45.

CHEM BC 3357x
Biochemistry Laboratory Techniques

Identical to BC 3355, but experiments are modified to be accomplished in one laboratory period per week. This course may be of particular interest to biology and chemistry majors. —A. Shinnar

Prerequisites: Same as BC 3355.

3 points. Lecture: Tu 1:10–2:00; Laboratory: Tu 2:00–6:00 plus occasionally Th 1:10–5:00.

Laboratory fee: \$35.

CHEM BC 3365x
Integrated Chemistry Laboratory

Experiments in kinetics, thermodynamics, and electrochemistry using instrumental methods; preparation and characterization of inorganic compounds; solids; some computer applications. —L. Lessinger

Prerequisites: BC 3252 and BC 3338 or equivalent.

3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00. Laboratory fee: \$35.

CHEM BC 3368y
Integrated Chemistry Laboratory

Experiments in various types of spectroscopy. —S. Chapman

Prerequisites: BC 3253 and BC 3338 or equivalent.

3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00.

CHEM BC 3590y
Senior Colloquium

Readings, discussions, and presentations about contemporary research in chemistry and biochemistry. —Staff

2 points. Th 10:35–12:25

CHEM BC 3597x, 3597y
Problems in Chemistry

Individual research projects at Barnard or Columbia. —Staff

Prerequisites: BC 3333 or BC 3338 and permission of the instructor.

2 points. 4 hours of laboratory work by arrangement.

CHEM BC 3598x, 3598y
External Problems in Chemistry

Individual research projects at other institutions. —Instructor TBA

Prerequisites: BC 3333 and BC 3338. Mandatory pass/fail grading. Permission of the instructor (a Barnard professor who will act as liaison) is required.

4 points.

CHEM BC 3599x, 3599y
Problems in Chemistry

Individual research projects at Barnard or Columbia. —Staff

Prerequisites: BC 3333 and BC 3338. Permission of the instructor required.

4 points. 8 hours of laboratory work by arrangement. Laboratory fee: \$35.

CHEM BC 3901x–3902y
Senior Honors Thesis

Guided research in Chemistry or Biochemistry, under the sponsorship of a faculty member, leading to the senior thesis. Weekly seminar. —Staff

Enrollment restricted to seniors, by invitation of the department.

4 points. Weekly seminar F 2:00–4:00 and 8 hours research to be arranged.

SUMMER RESEARCH

A number of fellowships for summer research are available in the department. Consult individual members of the department early in the spring semester about possible projects. Summer research elsewhere is also encouraged.

OTHER COURSES

Attention is called to the following courses offered elsewhere in the University. All require at least four semesters of chemistry as prerequisites.

Chemistry CHEM G 4103
Advanced Inorganic Chemistry I

4.5 points.

Chemistry CHEM G 4147
Advanced Organic Chemistry I

4.5 points.

Chemistry CHEM G 4141
Organic Spectroscopy

4.5 points.

Chemistry CHEM G 4172
Bio-Organic Topics

4.5 points.

Chemistry CHEM G 4231
Chemical Kinetics

4.5 points.

Biology–Chemistry BIOC G 4170
Biophysical Chemistry

4.5 points.

Chemistry CHEM G 4221
Quantum Chemistry I

4.5 points.

CLASSICS

216 Milbank Hall

854-2852

www.barnard.edu/classics

Professor: Helene P. Foley (Chair)

Assistant Professors: Kristina Milnor², Nancy Worman

Visiting Assistant Professor: Alexa Jervis

Other officers of the University offering courses in Classics:

Professors: Roger S. Bagnall, Alan D. E. Cameron, Kathy H. Eden, Suzanne Saïd², Leonardo Tarán, Gareth D. Williams¹, James E. G. Zetzel

Associate Professors: Carmela Franklin, Deborah T. Steiner¹

Assistant Professors: Eleanor Dickey, Katharina Volk

Associate Professor of Modern Greek: Karen Van Dyck

Assistant Professor of Modern Greek: Marina Kotzamani

Lecturer: Bruce King

¹Absent on leave Autumn term.

²Absent on leave 2003–04.

GREEK AND ROMAN LANGUAGE, LITERATURE, AND CULTURE; ANCIENT STUDIES; MODERN GREEK

The objective of the department is to provide students with a knowledge of the language and an understanding of the literature and civilization of the ancient Greeks and Romans. The close cooperation of Barnard and Columbia in planning and implementing the curriculum offers students a wide range of specialties from which to construct a sound and coherent program of studies according to their individual interests. All members of the Barnard department are available as advisers and should be consulted as early as possible in the planning of a major program.

Students may fulfill the foreign language requirement in Greek by completing Greek V 1201 and V 1202, or in Latin by completing Latin V 1201 and V 1202, or by completing one semester of study above Greek V 1201 and V 1202 or Latin V 1201 and V 1202, or by passing an exemption examination with a sufficiently high grade. This examination tests the student's knowledge of grammar and her ability to translate written Greek or Latin.

The Classics Department is the beneficiary of the Matthew Alan Kramer Fund, whose principal purpose is the support of the production of plays in Ancient Greek and Latin. In recent years students of the department have produced *Antigone*, *Medea*, *Alcestis*, *Persians*, *Eumenides*, *Cyclops*, *Electra*, *Clouds*, *Trojan Women*, *Rudens*, *Helen*, *Trachiniae*, *Bacchae*, *Hippolytus*, *Heracles*, *Thyestes*, *Women at the Assembly*, *Hecuba*, *Medea*, *Pseudolus*, and *Ajax*, which have not only proved satisfying in themselves, but have provided an exciting and different learning experience for the participants.

Barnard College participates in the program of the Intercollegiate Center for Classical Studies in Rome. Majors in Classics or Ancient Studies are eligible to apply for admission to the program of the Rome Center for one semester, preferably in the junior year. Courses taken at the Rome Center may be used in the major, and, in some cases, may be

used to satisfy distribution requirements. Barnard College is a Supporting Institution of the American School of Classical Studies at Athens and the American Academy in Rome, and certain privileges of those schools are open without fee to graduates of the College.

REQUIREMENTS FOR THE MAJOR IN GREEK, LATIN, AND GREEK & LATIN

The major in Greek or Latin requires a minimum of eight courses above the elementary level.

In Greek, this would be fulfilled by taking

Greek W 4139 *Elements of Greek Prose Style*

Greek W 4105-W 4106 *History of Greek Literature*

and five others, including Greek V 3996x *Major Seminar*.

In Latin, this would be fulfilled by taking

Latin W 4139 *Elements of Latin Prose Style*

Latin W 4105-W 4106. *History of Latin Literature*

and five others, including Latin V 3996x *Major Seminar*.

Greek or Latin V 3998 may be substituted for a semester of the survey or for elements of prose style, but students planning to go on to graduate study in classics are strongly urged to take both semesters of W 4105, W 4106.

In addition, two semesters of ancient history appropriate to the major are required. For one of these, however, a relevant course in ancient art, classical civilization or literature, ancient philosophy, or religion may be substituted.

Majors in Latin, especially those who have begun their study in high school, are strongly advised to take at least two semesters of Greek.

A student may elect to major in both Greek and Latin by completing the major requirements in one language and five courses above the elementary level in the other.

Note: For the requirements for the major in **Ancient Studies**, see page 68.

REQUIREMENTS FOR THE MINOR

The minor in Greek, Latin, or Modern Greek requires five courses above the elementary level.

COURSES OF INSTRUCTION

Classics in Translation

There are no prerequisites for the Classical Literature or Classical Civilization courses unless specially noted.

Classical Literature CLLT V 3132y

Classical Myth

Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid). —E. Scharffenberger

3 points. TuTh 2:40-3:55

Classical Literature CLLT V 3135x

The Ancient Novel

The evolution of the Greek and Roman novel and its place in the literary canon; particular attention to principles of narrative and the ideological function of prose fiction. Petronius, Apuleius; Lucian, Heliodorus, Achilles Tatius, Longus; Acts of the Apostles, and saints' lives. —A. Cameron

3 points. TuTh 1:10-2:25

Classical Literature CLLT V 3140y**Comedy Past and Present: Fantasy, Adventure, and Satire**

Examines ancient Greek and Roman works of comedy in conjunction with 20th-century texts composed in English. Explores how fantasy and satire grapple with political, social, and cultural issues and the remarkable continuity within this particular comic tradition. Authors include Aristophanes, Petronius, Lucian, Apuleius, Seneca, Tom Stoppard, Thomas Pynchon, Douglas Adams, and John Waters. —E. Scharffenberger

3 points. Not offered in 2003–04.

Classical Literature CLLT W 4300y**The Classical Tradition**

Overview of Greek and Roman literature. Close analysis of selected texts from the major genres accompanied by lectures on literary history. Topics include the context out of which the genres arose, the suitability of various modern critical approaches to the ancient texts, the problem of translation, and the transmission of the classical authors and their influence on modern literature. —N. Worman

3 points. MW 6:10–8:00

Classical Literature CLLT W 4100y**The Reception of Antiquity**

Introduction to the heritage of classical antiquity, primarily Greece, in later European culture.

Translation, iconography, the history of classical scholarship, architectural and artistic manifestations of the classical tradition, Greek tragedy on stage and on film, the images of Athens and Sparta. —S. Saïd

3 points. Not offered in 2003–04.

Classical Literature CLLT W 4115**Tragedy and Performance**

An intensive study of issues relating to the interpretation and performance of Greek and Roman tragedy, including modern stage versions. Special consideration will be given to staging, the changing role of actors and chorus, Aristotle's *Poetics*, and the reception of ancient tragedy, as well as to social and philosophical issues, including gender conflict. —H. Foley

3 points. Offered in 2004–05.

Classical Civilization CLCV V 3110**The Ancient City**

Uses archaeological and literary sources to discuss the beginnings of urbanism in the ancient Mediterranean region, with particular focus on 5th-century Athens and Imperial Rome. Aims not just to study how cities developed, but also how that development affected the ways in which people of the time thought about community living and the meaning of their physical environment. —K. Milnor

3 points. Offered in 2004–05.

Classical Civilization CLCV V 3147**The World of Late Antiquity**

The social, economic, and religious history of the Roman world from the second to the early seventh centuries A.D. —A. Cameron

3 points. Not offered in 2003–04.

Classical Civilization CLCV W4110**Gender and Sexuality in Ancient Greece**

Examination of the ways in which gender and sexuality are constructed in ancient Greek society and represented in literature and art, with attention to scientific theory, ritual practice, and philosophical speculation. Topics include conceptions of the body, erotic and homoerotic literature and practice, legal constraints, pornography, rape, and prostitution. —H. Foley

Prerequisite: Sophomore standing or permission of the instructor.

3 points. MW 1:10–2:25

Classical Civilization CLCV V 3158y**Women in Antiquity**

The role of women in ancient Greek and Latin literature; the portrayal of women in literature as opposed to their actual social status; male and female in ancient Mediterranean cosmologies; readings from ancient epics, lyric drama, history, historical documents, medical texts, oratory, and philosophy, as well as from contemporary sociological and anthropological works that help to analyze the origins of the Western attitude toward women. —H. Foley

3 points. Not offered in 2003–04.

Classical Civilization CLCV V 3162y**Ancient Law**

Greek and Roman legal systems; archaic law in its social context; philosophy of law; development of private law in Rome. —J. Zetzel

3 points. MW 11:00–12:50

Classical Civilization CLCV W 4015**Roman Law**

History of the development of Roman law and legal thought. The role of law in Roman society. Introductions to Roman methods of legal analysis, with emphasis on study and class discussion of cases from the Roman jurists. —R. Bagnall

3 points. Not offered in 2003–04.

Classical Civilization CLCV W 4200**Egypt and Hellenism**

The encounter of the three-millennia-old civilization of Egypt with domination by foreign powers: Macedonia, Greece, and Rome. Focus on colonial power structures, definition and functioning of ethnicity, interaction of cultures and languages, class and status, changing gender relations. —R. Bagnall
Prerequisite: Permission of the instructor.

3 points. Not offered in 2003–04.

Greek Language and Literature**GREK V 1101x–V 1102y****Elementary Full-Year Course**

Grammar, composition, and reading.

1101 is prerequisite to 1102. No credit is given for 1101 unless 1102 is completed.

4 points. 1101x: Sec.1 E. Hamer TuThF 9:10–10:25; Sec.2 U. Dhuga TuTh 6:10–8:00

1102y: Sec.1 E. Hamer TuThF 9:10–10:25; Sec.2 U. Dhuga TuTh 6:10–8:00

GREK V 1121x, y**Intensive Elementary Course**

Designed to cover all of Greek grammar and syntax in one semester in order to prepare a student to enter third-semester Greek.

4 points. x: M. Wel MWF 11:00–12:15; y: P. deBlas TuThF 9:10–10:25

GREK V 1201x**Greek Literature: Prose and Poetry**

Selections from Attic prose and early elegiac poetry. —B. King

Prerequisite: V 1101–V 1102 or V 1121.

4 points. MW 11:00–12:15, F 11:00–11:50

GREK V 1202y**Selections from Homer**

Detailed grammatical and literary study of several books of the *Iliad* and introduction to the techniques of oral poetry, to the Homeric hexameter, and to the historical background of Homer. —H. Foley

Prerequisite: V 1101–V 1102 or V 1121, or permission of the instructor.

4 points. MW 1:10–2:25, F 1:10–2:00

GREK V 3309y**Selections from Greek Literature: Prose**

Contents of this course change from year to year; it may be taken in consecutive years. Topic for 2003–04: Rhetoric: Selected speeches of Thucydides, Lysias, and Demosthenes. —J. Coulter

Prerequisites: GREK V 1201–1202, or their equivalents.

3 points. MW 1:10–2:25

GREK V 3310x**Selections from Greek Literature: Poetry**

Content of course changes each year; it may be taken in consecutive years. Topic for 2003–04: Euripides: A close study of Euripides' Medea and/or Helen, with attention to grammar and syntax, stylistic nuances, techniques of presentation, and theatrical conventions. —E. Scharffenberger

Prerequisites: GREK V 1201–1202, or their equivalents.

3 points. MW 4:10–5:25

GREK/LATN V 3996x**The Major Seminar**

Required for all majors in classics and classical studies. The topic will change from year to year, but will always be broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Topic for 2003–04: Ancient Cosmology: Bridging the boundaries between literature, science, and philosophy, explores Greek and Roman views of the universe by examining texts in a variety of genres from Homer to the Augustan period and beyond. —K. Volk

Prerequisites: Junior standing.

4 points. Th 4:10–6:00

GREK V 3997x,y**Directed Reading**

To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff
Permission of the department chair required.

3 points.

GREK V 3998x,y**Supervised Research in Greek Literature**

Program of research in Greek literature, with the composition of a paper embodying results. —Staff
Permission of the department chair required.

3 points.

GREK W 4009x**Selections from Greek Literature: Prose**

Content of course change from year to year; it may be taken in consecutive years. Topic for 2003–04: Herodotus: Selections from Books I, II, and VII. Reading of the whole in English. —J. Coulter

Prerequisites: GREK V 1201–1202, or their equivalents.

3 points. MW 11:00–12:15

GREK W 4010y**Selections from Greek Literature: Poetry**

Content of course changes from year to year; it may be taken in consecutive years. Topic for 2003–04: Aristophanes: A study of politics, education, class status, and sexual practices in Aristophanes' *Knights* and *Clouds*. —N. Worman

Prerequisites: GREK V 1201–1202, or their equivalents.

3 points. MW 2:40–3:55

GREK W 4105x, 4106y**History of Greek Literature**

Lectures based on extensive readings in Greek literature from Homer to the 4th century C.E.
—H. Foley, E. Dickey

Prerequisite: At least two terms of Greek beyond V 1201, V 1202.

4 points. x: MW 4:10–6:00; y: TuTh 2:10–4:00

GREK/LATN W 4108

History of the Greek and Latin Languages

An exploration of the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined. —E. Dickey

3 points. Not offered in 2003–04.

GREK W 4139x

Elements of Greek Prose Style

Intensive review of Greek syntax. Writing of sentences and connected passages in Greek. —E. Dickey

Prerequisite: At least four terms of Greek, or the equivalent.

3 points. MW 1:10–2:25

GREK W 4140x

Greek Stylistics

The study of the development of Greek prose style through practice in composition. —L. Tarán

Prerequisite: GREK W 4139 or the equivalent.

3 points. Th 11:00–12:50

Latin Language and Literature

LATN V 1101x–1102y; 1102x, 1101y

Elementary Full-Year Course

V 1101: Grammar, composition, and reading.

V 1102: Complete review of grammar and syntax; emphasis on representative readings.

V 1101 is normally prerequisite to V 1102. V 1102 may be taken without V 1101 by permission of the instructor.

No credit is given for V 1101 until V 1102 is completed.

4 points. 1101x–1102y: Sec. 1 A. Jervis, TuTh 1:10–2:25; Sec. 2 F. Lauritzen, TuTh 4:10–6:00;

Sec. 3 T. Davis, MW 6:10–8:00; 1102x: G. Salick, MW 4:10–6:00; 1101y: Sec. 1 M.

McWilliams, MW 4:10–6:00

LATN V 1120x

Preparation for Intermediate Latin

A one-term intensive review of basic grammar and reading skills; designed for students who have had some Latin in the past, but need further instruction to qualify for LATN V 1201. —A. Strong

4 points. TuThF 9:10–10:25

LATN V 1121x, y

Intensive Elementary Course

Designed to cover all of Latin grammar and syntax in one semester in order to prepare the student to enter third-semester Latin. —x: S. Anghel; y: M. Edsall

4 points. x: TuThF 1:10–2:25; y: TuThF 1:10–2:25

LATN V 1201x, y

Latin Literature: Prose

Selections from TBA (x); from Pliny's letters (y).

Prerequisite: V 1101–V 1102 or 2–3 years of high school Latin.

4 points. x: Sec. 1 P. deBlas, TuTh 11:00–12:15, F 11:00–11:50; Sec. 2 L. Mignone, MW 6:10–8:00

y: S. Anghel, TuTh 11:00–12:15, F 11:00–11:50

LATN V 1202x, y

Latin Literature: Poetry

Selections from Vergil, Aeneid, or Ovid, Metamorphoses.

Prerequisite: V 1101–V 1102 or 2–3 years high school Latin.

4 points. x: Sec. 1 H. Chen, TuTh 1:10–2:25, F 1:10–2:00

y: Sec. 1 H. Chen, TuTh 1:10–2:25, F 1:10–2:00; Sec. 2 L. Mignone, TuTh 6:10–8:00

LATN V 3012x**Lyric Poetry**

Selections from Catullus's polymetric poems and epigrams and from Horace's *Odes* and *Epodes*.

Combines literary analysis with work in grammar and metrics. —A. Jervis

Prerequisite: V 1201, 1202, or four years of high school Latin.

3 points. TuTh 11:00–12:15

LATN V 3033x**Medieval Literature**

A survey of medieval Latin literature, from Vulgate and the Fathers to the Renaissance of the 12th century. Includes readings of both prose and verse, with attention to both old genres—history, satire, love lyric—and new—Christian hymns and the liturgy, hagiography, exegesis. —C. Franklin

Prerequisite: Three semesters of college Latin or permission of the instructor.

3 points. TuTh 2:40–3:55

LATN V 3309y**Selections from Latin Literature: Prose**

Content of course changes from year to year; it may be taken for credit in consecutive years. Topic for 2003–04: Livy: Selections from Livy's *Ab Urbe Condita*; discussion of the work's historical context with the additional help of secondary readings. —A. Jervis

Prerequisite: LATN V 3012 or the equivalent.

3 points. TuTh 2:40–3:55

LATN V 3310x**Selections from Latin Literature: Poetry**

Content of course changes from year to year; it may be taken for credit in consecutive years. Topic for 2003–04: Roman comedy: A study of Plautus' *Amphitryon* and another play to be chosen by the class. —E. Dickey

Prerequisite: LATN V 3012 or the equivalent.

3 points. MW 2:40–3:55

LATN/GREK V 3996x**Major Seminar**

Required for all majors in classics and classical studies. The topic will change from year to year, but will always be broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Topic for 2003–04: Ancient Cosmology: Bridging the boundaries between literature, science, and philosophy, explores Greek and Roman views of the universe by examining texts in a variety of genres from Homer to the Augustan period and beyond. —K. Volk

Prerequisite: Junior standing.

4 points. Th 4:10–6:00

LATN V 3997x, y**Directed Reading**

To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff

Permission of the department chair required.

3 points.

LATN V 3998x, y**Supervised Research in Latin Literature**

A program of research in Latin literature with the composition of a paper embodying results. —Staff

Permission of the department chair required.

3 points.

LATN W 4009x

Selections from Latin Literature: Prose

Content of course changes from year to year; it may be taken in consecutive years. Topic for 2003–04: Rhetoric: Cicero's *Pro Archia*, selections from his *Brutus*, other Cicero speeches, Quintilian's *Institutio oratoria*, and Tacitus' *Dialogus*. —R. Cribiore

Prerequisite: LATN V 3012 or the equivalent.

3 points. MW 1:10–2:25

LATN W 4010y

Selections from Latin Literature: Poetry

Content of course changes from year to year; it may be taken in consecutive years. Topic for 2003–04: Didactic Poetry: Selections from didactic poetry, with special focus on Lucretius, Vergil's *Georgics*, and Ovid's *Art of Love*. —K. Volk

Prerequisite: LATN V 3012 or the equivalent.

3 points. TuTh 11:00–12:15

LATN W 4105x, 4106y

History of Latin Literature

Lectures based on extensive readings in Latin literature from the beginning to the fourth century C.E. —J. Zetzel, G. Williams

Prerequisite: At least two terms of Latin beyond V 3012.

4 points. x: G. Williams MW 2:10–4:00; y: G. Williams MW 4:10–6:00

GREK/LATN W 4108x

History of the Greek and Latin Languages

An exploration of the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined. —E. Dickey

3 points. Not offered in 2003–04.

LATN W 4139y

Elements of Latin Prose Style

Intensive review of Latin syntax. Writing of sentences and connected passages in Latin. —G. Williams

Prerequisite: At least four terms of Latin or the equivalent.

3 points. TuTh 1:10–2:25

LATN W 4140y

Latin Stylistics

The study of the development of Latin prose style through practice in composition. —G. Williams

Prerequisite: LATN W 4139 or the equivalent.

3 points. Not offered in 2003–04.

LATN W 4152y

Medieval Latin: Latin Poetry of the Early Middle Ages

Content of this course changes from year to year; it may be taken in consecutive years. Study of the Bible in the early Middle Ages from Ambrose to Bede. Discussion of biblical Latin translations and the application of ancient grammatical theories to biblical interpretation. Texts will include Jerome's biblical prefaces and letters, Augustine's *De doctrina christiana*, and Bede's *De schematibus et tropis*, as well as a sampling of exegetical treatises. —C. Franklin

Prerequisite: Permission of the instructor.

3 points. MW 1:10–2:25

Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the department chair and the major adviser. The courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.

Modern Greek Language and Literature

GRKM V 1101x–V 1102y

Elementary Full-Year Course

Introduction to modern Greek language and culture. Emphasis on both speaking and writing; basic grammar and syntax; cross-cultural analysis. —x and y: K. Van Dyck

No credit is given for V 1101 until V 1102 is completed.

4 points. TuTh 9:00–10:50

GRKM V 1201x

Intermediate Course, I

Emphasis on both speaking and writing; more complex grammar and syntax; a variety of readings including short selections from newspapers and contemporary literature. —M. Kotzamani

Prerequisite: GRKM V 1101–V 1102 or the equivalent.

3 points. MW 11:00–12:50

GRKM V 1202y

Intermediate Course, II

Emphasis on both speaking and writing; more complex syntax; a variety of readings including short selections from newspapers and contemporary literature. —M. Kotzamani

Prerequisite: GRKM V 1201 or permission of the instructor.

4 points. MW 4:10–6:00

GRKM V 1310x

Modern Greek for the Bilingual Speaker

For students who have grown up speaking Greek but have difficulties reading and writing at an intermediate to advanced level. Combines intensive grammar review and in-depth study of a special topic. Since the context of the course changes each year, it may be repeated for credit. —M. Kotzamani

3 points. Time TBA Limited to 15 students.

GRKM V 3997x, y

Direct Readings

The course of study and amount of credit will be determined by the instructor in consultation with students. Independent study is designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics. —Instructor TBA

1–3 points.

GRKM V 3998x, y

Senior Research Seminar

Designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics. The course of study and amount of credits will be determined by instructor in consultation with student/s.

1–3 points.

GRKM V 3150x

Modern Greek Theatre: Karaghiozis and the Folk Tradition

Introduction to the rich popular tradition of the Greek shadow puppet theatre, Karaghiozis, through the close study of plays and audiovisual production documents, with special focus on the theatricality of the genre. —M. Kotzamani

3 points. MW 2:40–3:55

GRKM V 3315y

Women, Sex, and Politics in Turn-of-the-Century Greece: Literary and Theatrical Perspectives

Explores how women are represented in early modern Greek literature, investigating how traditional and especially non-traditional female roles are presented, and with a special focus on the themes of sexuality and politics. Readings are drawn from both the well-known works of major authors of the period as well as from hitherto neglected material that deserves closer attention; selections include Palamas, Parren, Xenopoulos, Theotokis, and Kazantzakis, and also the impact of Ibsen on the dramatic writing of the period in Greece. —M. Kotzamani

3 points. MW 4:10–5:25

GRKM V 3400x

Greek-American Culture

Exploration of the Greek-American experience in personal memoirs, novels, poetry, travel literature, performance art, and film. Particular attention paid to how this literature by and about Greeks in America can provide alternative ways of thinking about diaspora and translation. Authors include Broumas, Gage, Haviaras, Kazan, and Selz. —K. Van Dyck

4 points. Tu 1:10–3:00

For courses in Byzantine studies, see listings in the Religion Department for Orthodox Christianity and demonology, magic and miracles in Byzantine hagiography; for Byzantine history, see History Department listings.

COMPARATIVE LITERATURE

320 Milbank Hall

854-8312

www.barnard.edu/acad/courses/cl.htm

The program is supervised by the Committee on Comparative Literature.

Professors: Helene Foley (Classics), Catharine Nepomnyashchy (Slavic), Marcia Welles (Spanish)

Associate Professors: Peter T. Connor (French, Co-Chair)¹, Erk Grimm (German, Co-Chair), Nelson Moe (Italian)

Assistant Professors: Ross Hamilton (English), Nancy Worman (Classics)

Advisory Board: Elizabeth Dalton (English), Claudine Frank (French)², Serge Gavronsky (French)¹, David Goldfarb (Slavic), Maire Jaanus (English), Alfred Mac Adam (Spanish), David Moerman (Asian and Middle Eastern Studies), Cary Plotkin (English), Mirella Servodidio (Spanish)

¹Absent on leave Autumn term.

²Absent on leave 2003–04.

The program enables the student to pursue the study of at least two literatures in two different languages and to explore the possibilities and methods of literary study both historically and across national boundaries. In consultation with her adviser, the student will shape a program that will give her a foundation in her two central literatures and in one major period, genre, theme, or theoretical issue.

REQUIREMENTS FOR THE MAJOR

To enter the program a student must normally have completed the required sequence necessary for entry into the advance literature courses of her major program. This varies from language to language; students should consult the chair. Each student, after consultation with the chair, chooses an adviser from one of her two literature departments. This adviser guides her in developing a sequence of courses appropriate for her goals in the major. All students are required to take Comparative Literature and Society BC 3001 and 14 courses normally to be chosen from the following categories:

One course in appropriate classical texts chosen from The Classical Tradition (CLLT W 4300), Introduction to the Hebrew Bible (REL V 3201), and Introduction to the New Testament (REL V 3202), for those specializing in languages and literature in the Western tradition; Asian Humanities (AHU V 3399 or V 3400), for those specializing in languages and literatures in Eastern traditions; or other courses with approval of the adviser.

One course in literary theory. Students will normally be expected to satisfy this requirement by taking CSO V 3950 The Junior Colloquium in Literary Theory. If study abroad plans make this impossible, other courses may be substituted such as ENG BC 3194, FRE BC 3048 (x or y), CLEN W 4902.

Three courses from **each of two** literary traditions studied in the original languages. Foreign literature courses must be beyond the introductory level.

Five elected courses in literature or literary theory (studied in the original or in translation) related to the student's individual program.

One course, either an appropriate seminar or a tutorial, for the writing of a senior thesis. The Senior Thesis must deal with material from at least the two central literatures in the student's major. In addition this thesis must treat, at least in part, the one period, genre,

theme, or theoretical issue that has shaped the student's program. The choice of topic for this senior essay and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program. A detailed memorandum on planning the major is available from the chair and the Comparative Literature web site.

Students who wish to major in Comparative Literature, but who for valid reasons wish to pursue a program at variance with the above model, should consult the chair.

COURSES OF INSTRUCTION

CPLS BC 3001x

Introduction to Comparative Literature

Introduction to the study of literature from a comparative and cross-disciplinary perspective. Readings will be selected to promote reflection on such topics as the relation of literature to the other arts; nationalism and literature; international literary movements; post-colonial literature; gender and literature; and issues of authorship, influence, originality, and intertextuality. —N. Worman

3 points. MW 2:40–3:55

CPLS V 3950y

Junior Colloquium in Literary Theory

An examination of concepts and assumptions present in contemporary views of literature. Theory of meaning and interpretation (hermeneutics); questions of genre (with discussion of representative examples); a critical analysis of formalist, psychoanalytic, structuralist, post-structuralist, Marxist, and feminist approaches to literature. —D. Goldfarb

4 points. TuTh 11:00–12:15 Limited to 18 students.

CPLS BC 3102x

Getting Personal: Autobiography, Psychoanalysis, and Feminist Theory

An examination of the way feminist writing has sought to revise the genres of autobiography, confession, and testimony. Through readings of works by Rich, Woolf, Djébar, Suleri, Kaysen, Augustine, Rousseau, Ovid, Benstock, de Man, and others. Explores the (indirect) ways in which we endeavor to engender, access, and tell our stories—stories which in fundamental ways may not be wholly our own.

—Instructor TBA

3 points.

CPLS BC 3103x

Holocaust Literature and Film: The Limits of Realism

An exploration of the strengths and weaknesses of realistic modes of depiction in literature and film of the Holocaust. The concepts of realism, experience, survival, and testimony will be discussed. Questions of narrative form, the impact of technology, and issues surrounding “post-modernism” will also enter. Readings of texts by Spiegelman, Celan, Perec, Levi, and Wiesel, as well as screenings of video testimony and films by Lanzmann, Spielberg, and Resnais.

3 points. Not offered in 2003–04.

CPLS BC 3104y

Carmen and Her Sisters

Myth of Carmen explored in relation to other literary heroines of the 18th and 19th centuries. Particular focus on the topics of gender, exoticism, music, and/or performance. —C. Frank

3 points. Not offered in 2003–04.

CPLS BC 3106x

Genius and Madness

An exploration of the intersection between lunacy, talent and inspiration as it is thematized in artistic and theoretical works from the late 18th century to the present. Texts by Kant, Schopenhauer, Nietzsche, Foucault, Büchner, Hölderlin, Poe, Kleist, Bernhard, Conrad, Gilman, and Mann. Films by Herzog, Blank, and Coppola. —Instructor TBA

3 points.

CPLS BC 3200y**The Verbal and Visual Arts**

Analysis and discussion of the relation of literature to painting, photography, and film. Emphasis on artistic and literary concepts concerning the visual dimension of narrative and poetic texts from Homer to Burroughs. Explores the role of description, illustration, and montage in realist and modern literature. —E. Grimm

3 points. Not offered in 2003–04.

CPLS V 3223**Postwar East European Prose**

A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz Borowski, Czesław Miłosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadás Peter, Danilo Kiš, Milorad Pavić, Milan Kundera, Josef Škvorecký, Tereza Boučková, and others. —D. Goldfarb

3 points. Not offered in 2003–04.

CPLS V 3235**Imagining the Self**

Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory, ventriloquized, or otherwise problematic. Works include Homer, Virgil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts. —R. Stanton

3 points.

CPLS V 3280y**Contemplation and Experimental Knowledge in Modern Literature and Art**

Origin of the concept of contemplation in Plato and Neoplatonists; contemplation as a form of spiritual practice in the 16th century; the place of contemplation in the industrialized world, with emphasis on its role in literature and the visual arts. Selections from Plato, Plotinus, Augustine, Ignatius, Weber, Proust, Weil, Heidegger; Beckett, Arendt; films by Eisenstein, Marker, and others; various art works. —P. Connor

3 points.

CPLS V 3680y**Freud**

Origins and major concepts of psychoanalysis through close analysis of Freud's writings. Topics include: the unconscious, repression, infantile sexuality, hysteria, neurosis, psychosis, parapraxes, the theory of dreams, fetishism. Readings include *The Interpretation of Dreams*, the case histories (Anna O., Dora, Rat Man, Wolf Man, Schreber), and a number of metapsychological papers. —P. Connor

3 points.

CPLS V 3675x**Mad Love**

The history of irrational love as embodied in literary and non-literary texts throughout the Western tradition. Readings include the Bible, Greek, Roman, Medieval, and modern texts. —A. Mac Adam

3 points. Not offered in 2003–04.

CPLS BC 3210y**Barroco**

An exploration of 17th- and 18th-century baroque literature, art, architecture, and music, followed by a comparative reading of neo-baroque, 20th-century phenomena in Europe, the United States, and Latin America. —A. Mac Adam

3 points. Not offered in 2003–04.

CPLS BC 3125y

Opera and Literature/Opera as Literature

What is an operatic text and how do we "read" it? An examination of the changing relationship between text and music in opera; operatic transformations of literature; opera's representation in literature; critical readings of opera (psychoanalytic, feminist, queer). Works by Monteverdi, Gluck, Mozart, Donizetti, Verdi, Wagner, Strauss, Debussy, and Britten. —J. Crapotta
3 points. Not offered in 2003–04.

CLIA V3660y

Mafia Movies: *The Godfather* to *The Sopranos*

Examines representations of the mafia in American and Italian Film. Special attention to questions of ethnic identity and immigration. Comparison of different histories and myths of the mafia in the U.S. and Italy. Readings includes novels, historical studies, and film criticism. —N. Moe
3 points. Time TBA

CPLC BC 3120x

The Poetics of the Mouth

Explores the imagery of eating, drinking, spitting, choking, sucking (and other unmentionables) in relation to speaking style and character type. Readings from Greek poetry (e.g., Hesiod, tragedy, oratory) to modern theory (e.g., Kristeva, Powers of Horror). Bakhtin's *Rabelais and His World* provide an important frame for discussions. —N. Worman
3 points. Not offered in 2003–04.

CPSL V 3310

Sade/Masoch: Literature of Domination and Submission

An attempt to recover the philosophical and political context of the works of the Marquis de Sade and Leopold von Sacher Masoch, to reassess major theories of sado-masochism, and to consider recent works in this tradition. The texts will raise questions of gender and power; psychology, aesthetics, and politics; narration and staging; nationalism, race, sexual identity; and socio-economic class. —D. Goldfarb
3 points. Not offered in 2003–04.

CLEN V 3705y

19th Century Comparative Fiction

Readings in the 19th century novel and short story: works by Gogol, Dostoyevsky, Turgenev, Dickens, Melville, Hawthorne, Stevenson, Gissing, Balzac, Zola, and others. Focusing on the figures of the misfit, madman, criminal, feminist, and failed social aspirant, we will explore a range of anxieties surrounding the formation of 19th century male and female bourgeois subjectivity. —M. Spiegel
3 points. Not offered in 2003–04.

CPLS V 3790y

Aesthetics of the Grotesque

An examination of the grotesque in different cultural contexts from late Renaissance to the postmodern period comparing modes of transgression and excess in Western literature and film. Particular emphasis on exaggeration in style and on fantastic representations of the body, from the ornate and corpulent to the laconic and anorexic. Readings in Rabelais, Swift, Richardson, Poe, Gogol, Kafka, Meyrink, Pirandello, Greenaway, M. Python. —E. Grimm
3 points.

ENG BC 3194x, y

Critical and Theoretical Perspectives on Literature

1. A History of Criticism

2. Literary Theory

3. Psychoanalytical Approaches to Literature

4. Post-modern Texts and Theory

CPLS BC 3997**Senior Seminar**

—Instructor TBA

CPLS BC 3999x, y**Independent Research**

Independent research, primarily for the senior essay, directed by a chosen faculty adviser and with the chair's permission. The senior seminar for majors writing senior essays will be taught in the Spring term. 4 points.

COMPARATIVE LITERATURE COURSES TAUGHT IN OTHER DEPARTMENTS

(See relevant department listings in Asian and Middle Eastern Cultures, Classics, English, French, German, Italian, Slavic Languages, Spanish, and Women's Studies for details.)

Asian Humanities AHUM V 3399, V 3400 Colloquium on Major Texts

Classical Literature CLLT V 3132x Classical Myth

Classical Literature CLLT W 4300y The Classical Tradition

Comparative Literature/Swedish W 3610 Scandinavian Writing Since the 60s

English ENGL BC 3997x 2. Substance and Accident

English ENGL BC 3997x 5. Postcolonial Literature

English ENGL BC 3140x 1. Fable and Fantasy

English ENGL BC 3140y 1. Introduction to Film and Film Theory

English ENGL BC 3158y Medieval Literature

English ENGL BC 3171x The Novel

English ENGL BC 3187 American Writers and Their Foreign Counterparts

English ENGL BC 3190y Global Literature in English

English/Religion ENRE BC 33810 Literary Approaches to the Bible

Finnish W 4206 Introduction to Finnish Culture

French FREN BC 3042y 7. African Cinema

French FREN BC 3420–3421 Introduction to French and Francophone Studies, I and II

French FREN BC 3047 French and Francophone Cultures

Sec. 11x: Blacks, Jews and Arabs in France

Sec. 14y: Marx in France

Spanish Literature SPAN BC 3203 Women Poets of the Americas

Theatre THTR BC 3150x–3151y Theatre History

Theatre THTR BC 3005x Acting Social Comedy

Theatre THTR BC 3166 Drama, Theatre, and Theory

Women's Studies WMST BC 3137 Women and the Literature of the Resistance

Recommended Courses of Related Interest (Taught in English)

Asian Humanities AHUM W 4029x Colloquium on Major Works of Japanese Thought, Religion, and Literature

Asian Humanities AHUM W 4030y Colloquium on Major Works of Japanese Thought, Religion, and Literature

Czech CZCH W 4030y Post-War Czech Literature

English ENGL BC 3186 Modern Drama

English ENGL BC 3176 The Romantic Era

French FREN BC 3049 France on Film

French FREN BC 3053 Seminar in Translation

German GERM BC 3201x Introduction to German Culture and Thought

German GERM BC 3215x From Text to Screen: German Literature and Film

German GERM BC 3232y From Decadence to Dada

Italian ITAL W 4502x Italian Cultural Studies I: From Unification to World War I

Italian ITAL W 4503y Italian Cultural Studies II: From World War I to the Present

Polish POLI W 4110x The Polish Novel

Russian RUSS W 4010y Russian Women in Literature and Culture

Russian RUSS W 4070x Nabokov

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Russian RUSS V 3220x 19th-Century Russian Prose

Russian RUSS V 3221y 20th-Century Russian Prose

Russian RUSS V 3222y Tolstoy

Spanish SPAN BC 3255 Image and Word: Crosscurrents in the Art and Literature of Hapsburg Spain

Spanish SPAN BC 3203 Twentieth Century Women Poets of the Americas: Kindred Voices

Ukrainian W 4021x Introduction to Ukrainian Literature

Yiddish W 3800 Readings in Yiddish Literature

COMPUTER SCIENCE

450 Computer Science Building

854-2736; 939-7000
www.cs.columbia.edu

Department Representative: Elizabeth Sklar, 460 CSB, 939-7021

Professors: Alfred V. Aho (Chair), Peter K. Allen, Theodore R. Bashkow (Emeritus), Peter Belhumeur, Steven K. Feiner, Zvi Galil, Jonathan L. Gross, Julia Hirschberg, Gail E. Kaiser, John R. Kender, Kathleen R. McKeown, Shree K. Nayar, Salvatore J. Stolfo, Joseph F. Traub, Stephen H. Unger, Henryk Wozniakowski, Yechiam Yemini

Associate Professors: Luis Gravano, Steven M. Nowick, Kenneth A. Ross, Henning J. Schulzrinne

Assistant Professors: Adam Cannon, Stephen A. Edwards, Zeph Grunschlag, Tony Jebara, Angelos D. Keromytis, Christina Leslie, Tal Malkin, Vishal Misra, Jason Nieh, Ravi Ramamoorthi, Rocco Servedio, Elizabeth Sklar

Adjunct Faculty: Michah Lerner, Athanasios M. Tsantilas, George Wolberg

Computer science is the study of how to communicate and transform information. Developments in the field over the past few decades have profoundly changed society, and this effect is likely to accelerate in the future. Information processing techniques are being applied increasingly in the fields of medicine, business, law, science, and finance. The goal of the theoretical side of computer science is to characterize the inherent complexity of computations, including the issue of what problems are solvable. The goal of the applied side of the field is to design cost-effective computer systems that are easy and pleasant to use, including the possibility of “intelligent” systems that mimic some aspects of human behavior.

The bachelor of arts degree in Computer Science encourages students to obtain broad exposure to the arts, humanities, and social sciences while at the same time providing them with the appropriate Computer Science background necessary for graduate study or a professional career. Computers have an impact on nearly all areas of human endeavor, so the department also offers several courses intended for students who plan a Computer Science major or concentration.

PROGRAM OVERVIEW

The Computer Science major offers maximum flexibility by providing students with a range of options for specializing their degree programs. Students study a common core of fundamental topics, supplemented by a “track” that identifies specific areas for deeper study. The *theory track* prepares students for advanced work in fundamental theoretical and mathematical aspects of computing, including analysis of algorithms, scientific computing, and complexity of problems. The *computer systems track* prepares students for careers in the computer industry as well as advanced study in such areas as software engineering, operating systems, programming languages, user interfaces, and computer architecture. The *intelligent systems track* provides specialization for students interested in artificial intelligence, natural language processing, computer vision, and robotics. A *self-defined track* is available to students who wish to pursue their own courses of study under the guidance of a faculty adviser. A student planning a self-defined track should be aware that one additional Computer Science course is required to complete this option.

Academic computing needs are met by University computing facilities, which include a variety of networked workstations, such as SUN. Students can also work in a PC or MAC environment. Qualified majors often serve as consultants at the Computer Center.

INTRODUCTORY COURSES

There are several different introductory courses in computer programming. Students may elect only one of them for degree credit. **The only acceptable introductory course for the major is COMS W 1007 or W 1009.** (A minimum score of 11 on the Basic Math Skills test is required for admissions to COMS W 1007 or any COMS course except W 1001.) Virtually all students should start with W 1007 *Introduction to Computer Science*, even if they come with advanced standing. By taking an introductory course early in their college years, non-majors are able to use the computers more effectively in their upper-level studies in other departments and majors can more easily complete the requirements.

After COMS W 1007, the student should work on completing the remaining 5 courses of the COMS core. COMS W 1007 should be followed by W 3203 *Discrete Mathematics* and W 3137 *Data Structures and Algorithms*. Following that, students should take COMS W 3824 *Computer Organization*, W 3261 *Theory of Computation*, and W 3157 *Advanced Programming*. These 3 courses can be taken in any order the student finds convenient. On completing the core, the student is now prepared to decide which track to take.

The primary programming language for the undergraduate majors is Java. This is taught in COMS W 1007 and is heavily used thereafter. Students majoring or minoring in Computer Science should take COMS W 1007 and W 3137, rather than COMS W 1003 and W 3133. An honors sequence is available. Interested students should consult the Department Representative. The C programming language, required for some of the advanced electives, is taught in COMS W 3157 along with advanced programming techniques.

REQUIREMENTS FOR THE MAJOR

Students who plan to major in Computer Science should see the Department Representative by the start of the sophomore year.

COURSES: 41 or 44 points. Required COMS courses, 20 points: COMS W 1007, W 3137, W 3157, W 3203, W 3261, W 3824. Required mathematics course, 3 points: one semester of calculus. Each student must also fulfill the track elective requirement by selecting either a 12-point “area track” or the 15-point “self-defined track” option. Supplemental elective requirement, 6 points: any 6 points chosen from W 3823, W 3902, W 3998, or courses numbered 4000-level or higher beyond the track selection.

THEORY TRACK, 12 points: for students interested in theoretical aspects of computer science, including algorithmic analysis, problem complexity, and computational modeling: the three courses COMS W 4231, W 4236, W 4241, and either COMS W 4203 or W 4205.

COMPUTER SYSTEMS TRACK, 12 points: for students interested in the design and implementation of software and/or hardware systems; four COMS courses numbered COMS W 41xx, W 38xx, or W 48xx, at least one of which is W 41xx and at least one of which is either W 38xx or W 48xx. COMS W 3824 does not count toward this track. (COMS/Phil W 4801 and COMS/Phil W 4802 are not acceptable in this track.)

INTELLIGENT SYSTEMS TRACK, 12 points: for students interested in the design and implementation of systems that are capable of modifying their own behavior or of providing a human-like interface: either four of the courses (several of these will be offered each year) W 4701, W 4705, W 4721, W 4725, W 4731, W 4733, W 4735 and W 4771, or three of those courses and one additional course from among W 4111, W 4160, W 4999: *Computing and the Humanities*, W 4165, and W 4501.

N.B.: Occasionally a section of COMS W 4995 and/or W 4996 will qualify as a substitute within a track, if the relevant track adviser approves.

SELF-DEFINED PROGRAM OPTION, 15 points: any 15 points chosen from COMS W 3823 or those numbered at the 4000-level (except COMS W 4901), for which the student is able to obtain the support of a COMS faculty member willing to serve as that student's program sponsor and adviser. Finding such a sponsor/adviser is the responsibility of the student.

Note: A second semester of calculus is prerequisite to some courses in some tracks. It is also a typical admissions requirement for graduate degree programs in Computer Science and for some forms of professional education, including but not limited to medicine and business.

REQUIREMENTS FOR THE MINOR

Courses: 23 points. Required COMS courses, 20 points: COMS W 1007, W 3203, W 3139, W 3157, W 3261, and W 3824; plus any 3 points chosen from COMS W 3823, W 3902, W 3998, or courses numbered 4000-level or higher. Complete descriptions and course listings are available at www.cs.columbia.edu or in the Computer Science Department.

Departmental Representatives

Professor Andrew P. Kosoresow, 469 CSB, (939-7057, or kos@cs.columbia.edu), for all Barnard students. Anamika Singh, Academic Records Administrator, 450 Computer Science Building, (x48112 or 939-7002, or anamika@cs.columbia.edu).

Office hours will be posted at 450 Computer Science Building (939-7000). Students may send questions via electronic mail.

COURSES OF INSTRUCTION

Students may not receive credit for taking COMS W 1001 either concurrently or after having taken one of the following: COMS W 1003, W 1005, W 1007, W 1009. Students may receive credit for only one of the following courses: COMS W 1003, W 1005, W 1007, W 1009.

COMS W 1001x, y

Introduction to Computers

General introduction to computer science, including the design of algorithms and computer hardware, as well as hands-on experience with applications such as spreadsheets, databases, and the World Wide Web. Introductory Programming in Java. Intended primarily for students in the humanities and not available to engineering students. —Instructor TBA

3 points.

COMS W 1003x

Introduction to Computer Programming in C

Intended primarily for engineering students. General introduction to computer programming. Structured program design. C. —Instructor TBA

3 points.

COMS W 1004x, y

Introduction to Computer Programming in Java

Intended primarily for engineering students. General introduction to computer programming. Structured program design. Java. —Instructor TBA

3 points.

COMS W 1005x

Introduction to Computer Programming in FORTRAN

Intended primarily for engineering students. General introduction to computer programming, with engineering applications. Structured program design. FORTRAN. —Instructor TBA

3 points.

COMS W 1007x, y

Introduction to Computer Science

An introduction to computer science. Computer science as a science of abstraction. Creating models for reasoning about and solving problems. The basic elements of computers and computer programs. How to write effective computer programs. Implementing abstractions using data structures and algorithms. Taught in Java. —Instructors TBA

3 points.

COMS W 1009x

Honors Introduction to Computer Science

An honors-level introduction to computer science, intended primarily for students considering a major in computer science as a science of abstraction. Creating models for reasoning about and solving problems. The basic elements of computers and computer programs. How to write effective computer programs. Implementing abstractions using data structures and algorithms. Taught in Java. —Instructors TBA

3 points.

COMS W 3101x, y

Programming Languages

Introduction to a programming language. Each section is devoted to a specific language. Intended only for those who are already fluent in at least one programming language. Sections may meet for one hour per week for the whole term or for three hours per week for a third of the term. May be repeated for credit if different languages are involved. —Instructor TBA

1 point.

COMS W 3133y

Data Structures in C

Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, and garbage collection. Storage management. Rudiments of the analysis of algorithms. Not intended for computer science majors. Taught in C. —Instructor TBA

Prerequisite: COMS W 1003 or knowledge of C.

3 points.

COMS W 3134x

Data Structures in JAVA

Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. —Instructor TBA

Prerequisite: COMS W 1004 or COMS W 1007 or COMS W 1009.

3 points.

COMS W 3137x, y

Data Structures and Algorithms

Data types and structures: Arrays, stacks singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. —Instructor TBA

Prerequisite: COMS W 1007 or COMS W 1009.

3 points.

COMS W 3139y**Honors Data Structures and Algorithms**

An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. —Instructor TBA

Prerequisite: COMS W 1009.

4 points.

COMS W 3157x, y**Advanced Programming**

Practical introduction to programming techniques and tools for professional software construction. Provides overview of C for students with Java background, with emphasis on systems-level programming. Tools for debugging, profiling, source code management and common abstractions such as serialization, web-based programming, RPC, scripting and multi-language programming are covered. Systems-level programming skills for programming are covered. Systems-level programming skills for common operating systems are also emphasized. —H. Schulzrinne

Prerequisite: COMS W 3137 or W 3139.

4 points.

COMS W 3203x, y**Discrete Mathematics: Introduction to Combinatorics and Graph Theory**

Mathematical induction, counting arguments (permutations and combinations, elementary finite probability, generating functions, recurrence relations, inclusion-exclusion principle) and topics in graph theory (isomorphism, planarity, circuits, trees, and directed graphs). —Instructor TBA

Prerequisite: Any introductory computer programming course.

3 points.

COMS W 3210y**Scientific Computation I**

An introduction to computation aspects of mathematical models of time varying phenomena. Both discrete and continuous models including linear and nonlinear, first order and higher order and systems of equations are included. Theoretical and numerical aspects are emphasized. Quantitative issues such as chaos and stability are covered. Applications include genetics, finance, physical systems, computer systems, simulation, and Markov modeling. —Instructor TBA

Prerequisites: Two terms of calculus and proficiency in a programming language.

3 points.

COMS W 3251x**Scientific Computation II**

Covers major topics of scientific computations: properties of floating point arithmetic, numerical stability and conditioning, interpolation, integration and approximation of scalar functions, nonlinear equations, and ordinary differential equations. Covers also computational methods of linear algebra for solving systems of linear equations, linear least squares, and the eigenvalues. The computational complexity of some of these problems is discussed. The computer implementation of algorithms is stressed. —Instructor TBA

Prerequisites: Calculus I and II, COMS W 3210 or Mathematics E 1210 and V 3202 and permission of the instructor.

3 points.

COMS W 3261x, y

Computability and Models of Computation

Computability and models of computation. Regular languages, finite automata, regular grammars, nondeterminism, regular expressions. Context-free languages, push-down automata, context-free grammars, parsing. Turing machines, general grammars, computability, the Chomsky hierarchy, the Church-Turing thesis, computational complexity theory, intractability and NP-completeness and other models of computation. —Z. Grunschlag

Prerequisites: COMS W 3139 and W 3203.

3 points.

COMS W 3823x

Digital Logic

Synthesis of combinational logic circuits using Boolean algebra and Karnaugh maps, and the Quine-McCluskey method. Brief introduction to aspects of electrical circuit theory needed to understand implementation of modern logic elements, including simple model of MOS transistor. Fault detection in logic circuits, including the binary adder. Decoders, multiplexors, ROMs, PLAs, flip-flops, latches, registers, counters, and other basic modules. Sequential logic circuits, both synchronous and asynchronous. Timing considerations including hazards, races, and metastability. —S. Unger

Prerequisite: Any introductory programming course.

3 points.

COMS W 3824x, y

Computer Organization I

Brief introduction to digital logic. Implementation of arithmetic logic unit. Binary numbers, representation of negative numbers in a computer, floating point numbers. Basic machine instructions for a RISC type computer. Assembly language programming. Implementations of basic computer under various clocking assumptions. Pipelining. Memory hierarchy: caches and virtual memory. Brief survey of input/output issues. —S. Unger

Prerequisite: COMS W 3137 (or W 3131 or W 3133 or W 3134 or W 3139).

3 points.

COMS W 3902x, y

Undergraduate Thesis

An independent theoretical or experimental investigation by a BS or BA candidate of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one semester, in which case the grade will be deferred until all 6 points have been completed.

Prerequisite: Agreement by a faculty member to serve as thesis adviser. Consult the department for section assignment.

0–6 points.

COMS W 3995x, y

Special Topics in Computer Science

Special topics arranged as the need and availability arise. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit. —Instructor TBA

Prerequisite: Permission of the instructor.

3 points.

COMS W 3998x, y

Undergraduate Projects in Computer Science

Independent projects involving laboratory work, computer programming, analytical investigation, or engineering design. —Staff

Prerequisite: Approval by a faculty member who agrees to supervise the work. May be repeated for credit, but not for a total of more than 3 points.

0–3 points.

COMS W 4111x, y**Database Systems**

The fundamentals of a database design. Review of file organization and access methods. Relational network, and hierarchical views of databases, including the appropriate query languages and implementations. Parsing and optimization of queries; reliability, security, and integrity of databases; techniques of data compression and encryption. A programming project is required. —L. Gravano

Prerequisites: COMS W 3157 and W 3824, or permission of the instructor.

3 points.

COMS W 4115x, y**Programming Languages and Translators**

Covers language design issues; syntax; the translation process; names, locations, and values; control structures; data types; input and output; procedures and parameters; nesting and scope; definition of new data types; dynamically varying structure; applicative languages; exception handling; parallel processing; and separately compiled modules. A large language implementation project is required.

—Instructor TBA

Prerequisites: COMS W 3157, W 3261, and W 3824, or permission of the instructor.

3 points.

COMS W 4118x, y**Operating Systems I**

Design and implementation of operating systems. Topics include process management, process synchronization and interprocess communication, memory management, virtual memory, interrupt handling, processor scheduling, device management, I/O, and file systems. Case study of the UNIX operating system. A programming project is required. —J. Nieh

Prerequisites: COMS W 3824 and knowledge of C and programming tools as covered in COMS W 3157 or W 3101, or permission of the instructor.

3 points.

COMS W 4119y**Computer Networks**

The design of system software to support computer networks, layered protocol architecture, and distributed operating systems. A programming project is required. —Y. Yemini

Prerequisite: COMS W 4118.

3 points.

COMS W 4156x**Advanced Software Engineering**

Expands on W 3156 material at an advanced level assuming significant prior software development experience. Theory and practice of process life cycle, project planning, requirements capture, software design, team programming, unit and integration testing, system delivery and maintenance, process and product evaluation and improvement. The course centers on a substantial group project involving numerous team meetings. —Instructor TBA

Prerequisite: COMS W 3157 or permission of the instructor.

3 points.

COMS W 4160y**Computer Graphics**

Previous familiarity with C and UNIX is recommended. An intensive introduction to computer graphics. Graphics hardware, design of graphics packages, interaction techniques, geometric transformations, 3-D viewing and projections, raster scan conversion algorithms, image synthesis, visible surface determination, lighting and shading, representation of 3-D shapes, object modeling and hierarchy, color, and animation. Advanced topics as time permits. Emphasis is on implementation of important graphics algorithms. —S. Feiner

Prerequisites: COMS W 3139 (or W 3157) and either W 3157 or W 4156.

3 points.

COMS W 4165x
Computational Techniques in Pixel Processing

An intensive introduction to image processing intended for graduate students and advanced undergraduates. Topics include digital filtering theory, image enhancement, image reconstruction, antialiasing, warping, and the state-of-the-art in special effects. These topics form the basis of high-quality rendering in computer graphics, as well as low-level processing for computer vision, remote sensing, and medical imaging. Emphasis on computational techniques for implementing useful image-processing functions. Several programming assignments aimed at reinforcing the material covered in class. —G. Wolberg

Prerequisites: COMS W 3157, W 3251 (*recommended*).

3 points.

COMS W 4170x
User Interface Design

Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects will be required. —S. Feiner

Prerequisite: COMS W 3157.

3 points.

COMS W 4180y
Network Security

Introduction to cryptography and its application to network and operating systems security: security threats, applications of cryptography, secret key and public key cryptographic algorithms, hash functions, basic number theory, authentication, security for electronic mail, and network scripting languages. —Instructor TBA

3 points.

COMS W 4201y
Theory of Complexity

Theory of computation, structure of complexity classes, computational complexity theory, feasible and infeasible computations. —Instructor TBA

Prerequisites: COMS W 3261 or permission of the instructor.

3 points.

COMS W 4203y
Graph Theory

General introduction to graph theory, emphasizing algorithms. Eulerian paths and circuits, shortest paths, trees, minimum spanning trees, the number of spanning trees, bipartite matching, vertex colorings, edge colorings, imbeddings on surfaces, enumeration. —J. Gross

Prerequisite: COMS W 3203.

3 points.

COMS W 4205x
Combinatorial Theory

Permutations and combinations, generating functions, recurrence relations, the inclusion-exclusion method. Polya's enumeration methods. Other topics as time permits. —J. Gross

Prerequisites: COMS W 3203 and a course in calculus.

3 points.

COMS W 4231x
Analysis of Algorithms I

Introduction to the design and analysis of efficient algorithms. Topics covered include: models of computation, efficient sorting and searching, algorithms for algebraic problems, graph algorithms, dynamic programming, probabilistic methods, approximation algorithms, and NP-completeness. —Instructor TBA

Prerequisites: COMS W 3137 and W 3203.

3 points.

COMS W 4236y**Introduction to Computational Complexity**

Develop a quantitative theory of the resources needed for computing and the impediments to efficient computation. The models of computation considered include finite or infinite, deterministic or probabilistic, discrete or algebraic, sequential or parallel. —Instructor TBA

Prerequisite: COMS W 3137.

3 points.

COMS W 4241x**Numerical Algorithms and Complexity**

Modern theory and practice of computation on digital computers. Covers design and analysis of numerical analysis of numerical algorithms. Techniques for analyzing computational complexity and errors. Solutions of nonlinear equations, polynomial equations, linear systems, interpolation, approximation, eigenvalues and eigenvectors, optimization, and ordinary and partial differential equations.

—J. Traub

Prerequisite: Knowledge of a programming language. Some knowledge of differential equations and linear algebra is desirable.

3 points.

COMS W 4400x, y**Computers and Society**

The impact of computers on political, social, and economic processes. Evaluation of the positive and negative contributions of computers. Case studies from banking, law, medicine, and television. Privacy and security of data banks. How society can direct the development of computer applications. —S. Unger

Prerequisite: An introductory course in computer programming. Course is not acceptable as a technical elective; it is acceptable as a nontechnical elective.

3 points.

COMS W 4405x**Computer Science Education**

Methods and techniques for teaching computer science. Computing tools for education. In-class and distance-learning computer tools and techniques. Hands-on experience in leading a recitation section for an introductory computer science class. —x or y: A. Kosoresow

Prerequisite: COMS W 3137.

3 points.

COMS W 4701x, y**Artificial Intelligence**

Designed to give a senior-level student in computer science a broad understanding of the basic techniques in use today for building intelligent computer systems. State-space representations, problem reduction, means-end analysis, and-or graphs. Heuristic searching: depth-first, breadth-first, best-first, hill-climbing, divide and conquer, minimax, alpha-beta. Predicate calculus, resolution theorem proving. Horn clause theorem provers. AI systems and languages: goals and contexts.

Issues of knowledge representation. Learning and concept formation. LISP programming. Other topics as time permits. —x: A. Kosoresow; y: TBA

Prerequisite: COMS W 3137.

3 points.

COMS W 4705x**Natural Language Processing**

Topics such as information intraction, text summarization, spoken language, machine translation, and language processing for the Internet. Particular attention is given to robust techniques which can handle understanding and generation for the large amounts of text on the web. Computer exercises in several of these areas. —K. McKeown

Prerequisite: COMS W 3137. *Recommended preparation:* Some prior or concurrent exposure to AI and LISP.

3 points.

COMS W 4721y
Advanced Intelligent Systems

Focus is on current methods of implementing AI expert systems. Topics include the structure of problem-solving engines and knowledge bases for expert performance; problem taxonomies; methods to automate the acquisition of human experiential knowledge; methods to automate the explanation of problem-solving behavior; and examples of existing expert systems and their application areas. —Instructor TBA
Prerequisite: COMS W 4701.

3 points.

COMS W 4725y
Knowledge Representation and Reasoning

General aspects of knowledge representation (KR). The two fundamental paradigms (semantic networks and frames) and illustrative systems. A selection of some advanced topics such as hybrid systems, time, action/plans, defaults, abduction, and case-based reasoning. Particular attention is paid to design trade-offs throughout, between language expressiveness and reasoning complexity, and issues relating to the use of KR systems in larger applications. —Instructor TBA
Prerequisite: COMS W 4701.

3 points.

COMS W 4731x, y
Computer Vision

Covers the fundamentals of vision with special emphasis on early process and recovery techniques. Topics include: image formation and optics, image sensing, binary images, image processing and filtering, edge extraction and boundary detection, region growing and segmentation, pattern classification methods, brightness and reflectance, shape from shading and photometric stereo, texture, binocular stereo, optical flow and motion, 2-D and 3-D object representation, object recognition, vision systems and applications. —S. Nayar
Prerequisite: Fundamentals of calculus, linear algebra, and C programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course. An introductory course in computer vision. No previous knowledge of vision is assumed.

3 points.

COMS W 4733x, y
Computational Aspects of Robotics

Introduction to robotics from a computer science perspective. Topics include coordinate frames and kinematics; computer architectures for robotics; integration and uses of sensors; world modeling systems; design and use of robotic programming languages; and applications of artificial intelligence for planning, assembly, and manipulation. —P. Allen
Prerequisite: COMS W 3137 and either COMS W 3521 or linear algebra.

3 points.

COMS W 4771x, y
Machine Learning

Course material: approaches, strategies, and algorithms for machine learning and knowledge acquisition. Topics include generalization and inductive inference, statistical pattern recognition, knowledge discovery in databases, connectionist learning, and genetic algorithms. Algorithms include version spaces, decisiontree, CART, and Bayesian classifiers; students are expected to implement several algorithms in LISP (preferred) or C. —Instructor TBA
Prerequisite: COMS W 4701.

3 points.*

COMS W 4824x
Computer Architecture

A comprehensive introduction to modern computer architecture. Focus is on advanced topics, illustrated by recent case studies. Fundamentals of quantitative analysis. Basics of pipelining: data and control hazards, stalling, precise exception. Advanced pipelining: instruction-level parallelism (ILP), scoreboarding, dynamic branch prediction, superscalar and VLIW architectures. Caches: multilevel, prefetching, varying block size and associativity. Memories: interleaving, virtual memory, TLBs. Introduction to storage systems. Multiprocessors: Flynn's taxonomy, distributed vs. shared-memory architecture, cache coherence problem. —S. Nowick

Prerequisites: COMS W 3824 and fundamentals of digital logic (CSW 3823 or the equivalent).

3 points.

COMS W 4825x
Digital Systems Design

Dynamic logic, field programmable gate arrays, logic design languages, multipliers. Special techniques for multi-level NAND and NOR gate circuits. Clocking schemes for one and two-phase systems. Fault checking: scan method, built-in test. Survey of logic simulation methods. Other topics to be added as appropriate. —S. Unger

Prerequisite: COMS W 3823 and W 3824.

3 points.

COMS W 4861y
Computer-Aided Design of Digital Systems

Introduction to modern CAD tools, algorithms, and applications. Topics include: exact and heuristic 2-level logic minimization, multilevel logic optimization, Boolean manipulation, unate and binate covering algorithms, the unate recursive paradigm, sequential optimization, binary decision diagrams (BDDs), cell library binding, and technology mapping. Students will gain experience using CAD tools. A small programming project is required. —S. Nowick

Prerequisites: COMS W 3823 and W 3137 (W 3131 or W 3133 or W 3134 or W 3139) or permission of the instructor. COMS W 3261 recommended, but not required.

3 points.

COMS W 4901x, y
Projects in Computer Science

A second-level independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for more than a total of 3 points of degree credit. —Staff

Prerequisite: Approval by a faculty member who agrees to supervise the work.

0–3 points.

COMS W 4995x, y
Special Topics in Computer Science

Special topics arranged as the need and availability arises. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit.

—Instructor(s) TBA

Prerequisite: Permission of the instructor.

3 points.

COMS W 4999x or y
Computing and the Humanities

Text data bases. Language applications, such as machine translation, information and retrieval, and computational stylistics (determining authorship). Digital library applications, including issues in text acquisition, text markup, networking display, and user interfaces. Educational applications. Legal reasoning, history applications involving inferencing and databases. —Instructor TBA

3 points.

DANCE

204 Barnard Hall Annex

854-2995

www.barnard.columbia.edu/courses/dance**Professors:** Allegra Kent (Adjunct), Lynn Garafola, Sandra Genter, Barbara Sandanato (Adjunct)**Associate Professors of Professional Practice:** Mary Cochran, Donlin Foreman**Assistant Professor:** Paul Scolieri (Term)**Senior Associate:** Katie Glasner (Acting Chair)**Director of Dance/Artistic Director:** Janet Mansfield Soares**Lecturers:** Mary Lisa Burns, Maguette Camara, Tessa Chandler, Jennifer Emerson, Scott Failla, Katiti King, Jeff Moen, Margaret Morrison, Sabrina Pillars, Risa Steinberg, Kathryn Sullivan, Karla Wolfangle**Artists in Residence:** Ted Thomas (Autumn), Lila York (Spring)**Associates:** Judith Fugate, Nina Hennessey, Nathalie Jonas, Gloria Marina, Liz Pearlman, Sabrina Pillars, Wes Veldink**Technical Director:** Rhonda Rubinson**Musician Coordinator:** Gilles Obermayer

The Barnard Dance Department seeks to develop technical versatility in dance performance, skill and originality in choreography, and critical understanding of the art of dance as a part of history and culture. Emphasis is placed on performing opportunities in ballet and modern idioms each semester, and on the encouragement of each student's growth as a creative artist.

Studios and theatres in New York City provide Barnard students opportunities to study and view an array of dance, while major libraries and dance institutions offer rich possibilities for research. The Dance Department regularly invites guest artists to teach and choreograph throughout the year.

All dance courses except Senior Seminar are open to students who meet the prerequisites. Barnard College Dance Department is an accredited institutional member of the National Association of Schools of Dance.

Students contemplating a dance major should consult with a member of the department in their first year. Declaration of the major requires departmental approval.

REQUIREMENTS FOR THE MAJOR

- I. Majors must fulfill an 11 course requirement to include BC 3591 *Senior Seminar for Dance*, one course in dance history (BC 2565 or BC 2566), one in movement science (BC 2561 or BC 2562), one in dance composition (BC 2563 or BC 2564), and one with a significant writing component (such as BC 2570, BC 3574, BC 3576, or BC 3577). Majors normally take two technique courses per semester: a minimum of eight points of dance technique courses are required. Under the supervision of the dance faculty, seniors are expected to present a final thesis to demonstrate their acquired skill and knowledge of dance. The thesis may be in written form or in performance. Research papers should be 25–30 pages in length. For the performance requirement, a student must perform in the following two categories: (1) in repertory and (2) in her own choreography. Students may elect to fulfill the thesis requirement by taking either BC 3592 or BC 3593 as part of the 11 course requirement. The remaining courses for the major may be selected from the following:

DNCE BC 2501	<i>Biomechanics for the Dancer: Theory and Practice</i>
DNCE BC 2555	<i>Ensemble Dance Repertory: Modern</i>
DNCE BC 2556	<i>Ensemble Dance Repertory: Ballet</i>
DNCE BC 2558	<i>Evolution of Classic Spanish Dance</i>
DNCE BC 2560	<i>Exploring Dance</i>
DNCE BC 2561	<i>Kinesiology</i>
DNCE BC 2563	<i>Dance Composition: Form</i>
DNCE BC 2564	<i>Dance Composition: Content</i>
DNCE BC 2565	<i>History of Dance I: Multicultural Perspectives</i>
DNCE BC 2566	<i>History of Dance II: Renaissance to the Present</i>
DNCE BC 2567	<i>Music for Dance</i>
DNCE BC 2570	<i>Dance in New York City</i>
DNCE BC 2580	<i>Tap as An American Art Form</i>
DNCE BC 3000	<i>From the Page to the Dance Stage</i>
DNCE BC 3099	<i>Independent Study</i>
DNCE BC 3565	<i>Group Forms: Advanced Dance Composition</i>
DNCE BC 3567	<i>Dance in East Asia</i>
DNCE BC 3570	<i>Latin American and Caribbean Dance: Identities in Motion</i>
DNCE BC 3571	<i>Solo Repertory: Performance Styles</i>
DNCE BC 3572	<i>Dance Production</i>
DNCE BC 3574	<i>Seminar on Contemporary Choreographers and Their Works</i>
DNCE BC 3576	<i>Dance Criticism</i>
DNCE BC 3577	<i>Performing the Political</i>
DNCE BC 3590	<i>Rehearsal and Performance in Dance (for 3 points)</i>
DNCE BC 3591	<i>Senior Seminar in Dance</i>
DNCE BC 3592	<i>Senior Project: Research for Dance x,y</i>
DNCE BC 3593	<i>Senior Project: Repertory for Dance x,y</i>
DNCE BC 3982	<i>Diaghilev's Ballet Russes and Its World</i>

- II. A minimum of six points of dance technique courses. Students are also encouraged to elect courses outside the department in pursuit of the historical and cultural context of dance.

REQUIREMENTS FOR THE MINOR

Six courses constitute a minor in Dance. Normally, three history/criticism and three credit-bearing performance/choreography courses are taken. Courses are to be selected on the basis of consultation with the department chair.

COURSES OF INSTRUCTION

In order to secure a place, students must sign up for all dance courses on lists posted at the Department of Dance.

DNCE BC 2501

Biomechanics for the Dancer: Theory and Practice

Links conditioning skills, movement therapies, and neuromuscular patterning through the process of building strength, alignment, and awareness in essential musculature needed for foundational work in ballet and other forms of dance. —S. Pillars

Prerequisite: Basic knowledge of dance technique in ballet or modern.

3 points.

DNCE BC 2555x, y (Modern Dance), 2556x, y (Ballet)

Ensemble Dance Repertory

The study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance. —x: T. Thomas, y: Instructor TBA

Prerequisite: Intermediate level technique and audition required.

3 points.

DNCE BC 2558y

Evolution of Spanish Dance Style

Study of Spanish dance and music from late 17th century to the present. Dance and music styles including castanet technique. Through historical documents, students will experience the cultural history of Spain. —G. Marina

Research paper and presentation required. Prerequisite: BC 3250x or permission of the instructor.

3 points. Not offered in 2003–04.

DNCE BC 2560x, y

Exploring Dance: An Introduction to Dance as an Art Form

An introduction to the world of dance as an art form. The aesthetics of dance as a performing art are addressed, as well as the analysis of elements comprising a dance work. This will be combined with historical information and the viewing of both live and recorded dance performances. Provides an overview with appropriate readings, lectures, and written assignments. —L. Garafola

3 points.

DNCE BC 2561x

Kinesiology

Focus on physical sciences that relate to human movement, with an emphasis on functional anatomy. Topics include skeletal structure, physics of dance, muscular balance, and improving movement potential. —S. Genter

3 points.

DNCE BC 2563x

Dance Composition: Form

The study of choreography as a creative art. The development and organization of movement materials according to formal principles of composition in solo and duet forms. Applicable to all styles of dance. —J. Soares

3 points.

DNCE BC 2564y

Dance Composition: Content

Continued study of choreography as a communicative performing art. This semester of dance-making focuses on the exploration of ideas and meaning. Emphasis is placed on the development of personal style as an expressive medium, and on unity of style in each work. Group as well as solo compositions will be assigned. —Instructor TBA

3 points.

DNCE BC 2565x

History of Dance I: Multicultural Perspectives

Investigates the multicultural perspectives of dance in major areas of culture in the world to include African, Asian, Hispanic, Indian, and Mideastern dance, as well as dance history of the Americas. Sources include films, original documents, demonstrations, and performances. Reading, writing, and viewing assignments. —P. Scolieri

3 points.

DNCE BC 2566y**History of Dance II: Renaissance to the Present**

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance. —L. Garafola

3 points.

DNCE BC 2567x**Music for Dance**

An intensive study of musicianship and musical literacy designed for students of dance. Analysis of the elements of rhythm, musical structure, texture, and style in the relationship of music to sound in the compositional process. —G. Obermayer

3 points.

DNCE BC 2570x, y**Dance in New York City**

A study of the cultural roots and historical contexts of specific communities using New York City's dance scene as a laboratory. Students will observe the social environments in which various modes of dance works are created while researching the history of dance in New York City.

—x: L. Garafola, P. Scolieri; y: K. Glasner

3 points. Fee: \$125.

DNCE BC 2580**Tap as An American Art Form**

Studio/lecture format focuses on tap technique, repertory, improvisation; and the development of tap explored through American history, jazz music, films, videos, and biographies. —M. Morrison

Prerequisite: DNCE BC 1446 or equivalent experience.

3 points.

DNCE BC 3000**From the Page to the Dance Stage**

The study of dance works which have their origins in the written word. Topics considered include: Is choreography a complete act of creative originality? Which literary genres are most often transformed into dance pieces? Why are some texts privileged with dance interpretation(s) and others are not? —L. Garafola

3 points.

DNCE BC 3099x, y**Independent Study**

—Staff

1–4 points.

DNCE BC 3565x, y**Group Forms: Advanced Dance Composition**

Advanced study in dance composition to include the creation of a trio, quartet, and quintet. Issues of structure and modes of expression will be addressed as they relate to ensemble choreography. Techniques employed by contemporary choreographers will be explored. Students will be encouraged to participate in music, architectural, and visual arts collaborations.

Prerequisite: Two semesters of dance composition or permission of the instructor.

3 points. Not offered in 2003–04.

DNCE BC 3567

Dance in East Asia

Focus on the major dance genres and personalities in East Asia-China, Korea, and Japan—from two aspects: (1) continuity of traditional forms, with emphasis on the social, economic, and historical factors in their development; and (2) changes that have occurred from within and from outside the traditions.

3 points. *Not offered in 2003–04.*

DNCE BC 3570y

Latin American and Caribbean Dance: Identities in Motion

Examines the features of Latin American and Caribbean dance forms to uncover the ways in which dancing shapes national, racial, and gender identity. —P. Scolieri

3 points.

DNCE BC 3571x

Solo Repertory: Performance Styles

The study of solo excerpts from classical ballet and modern dance repertory and the presentation of individual research in both written and performance format. Emphasis will be placed on the role that the dancer must play to facilitate the realization of the choreographer's concept. —D. Foreman
Prerequisite: Intermediate level technique and permission of instructor.

3 points.

DNCE BC 3572y

Dance Production

The rigorous study of the visual elements of dance design through aesthetic and critical evaluation of lighting, costume, and scenographic techniques as they relate to specific dance repertory works.

3 points. *Not offered in 2003–04.*

DNCE BC 3574x

Seminar on Contemporary Choreographers and Their Works

Major ballet and modern dance choreographers since the 1950s discussed. Sources include assigned readings, film/video, and interviews with guest artists. Students attend live performances, write short analytical papers, and present a final research project. —S. Genter

3 points.

DNCE BC 3576y

Dance Criticism

Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videotape sessions. —M. Aloff

3 points.

DNCE BC 3577y

Performing the Political: Embodying Change in American Performance

An examination of ways in which political and social ideologies are embedded in American performance of the last 75 years. Topics include venues designed to support traditional values, as well as to propagandize, such as pageantry, worker's theatre and dance, and performance art. Reading and viewing assignments. —P. Scolieri

3 points.

DNCE BC 3590x, y

Rehearsal and Performance in Dance

Students take part in the full production of a dance as performers, choreographers, designers, or stage technicians. —J. Soares

Prerequisite: Audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.

1–3 points.

DNCE BC 3591x**Senior Seminar in Dance**

Research and scholarly writing in chosen topics relating to dance. Methods of investigation will be drawn from prominent archival collections and personal interviews, as well as other resources. Papers will be formally presented to the Dance Department upon completion. —L. Garafola
4 points.

DNCE BC 3592x, y**Senior Project: Research for Dance**

Independent study for research and writing (35-50-page thesis required). —Staff
3 points.

DNCE BC 3593x, y**Senior Project: Repertory for Dance**

Independent study for preparing and performing repertory works in production to be presented in concert. —Staff
3 points.

DNCE BC 3982**Diaghilev's Ballet Russes and Its World**

Examines the multifaceted revolution of Serge Diaghilev's Ballet Russes and its impact on dance, music, theatre, and visual arts in the opening decades of the 20th century. Outstanding works such as *Petrouchka*, *The Rite of Spring*, *Parade*, *Les Noces*, and *Prodigal Son*, studied in depth, with an emphasis on artistic collaboration and the remaking of traditional dance language. —L. Garafola
Prerequisite: Introductory course in dance, music, theatre history, 20th century art history or permission of the instructor.

3 points. Not offered in 2003–04.

Dance Technique Courses

Level I courses, except for Dance Styles courses, receive a P/D/F grade and have no prerequisite. All others will receive a letter grade and require a placement audition (at the first meeting) or permission of the instructor. All courses listed below may be taken to fulfill the physical education requirement. One-point dance technique courses **taken by non-dance majors** for credit over and above the physical education requirement are included in the existing maximum of 18 points of studio, performing art, or professional school courses which may be credited toward the degree; a maximum of six courses in dance technique can be credited. A student may receive academic credit for a dance technique class only if she has completed or is concurrently completing the Physical Education requirement.

Modern Dance

The study of contemporary dance based on the work of 20th-century innovators, including Cunningham, Graham, Humphrey, Limón, and others. Aesthetic principles of modern dance will be taught with increased technical demands required at each successive level.

DNCE BC 1330x, 1331y**Modern I: Beginning Modern Dance**

—x: N. Jonas, P. Scolieri, T. Thomas; y: N. Jonas, P. Scolieri
1 point.

DNCE BC 1332x, 1333y**Modern II: Advanced Beginning Modern Dance**

—J. Emerson, D. Foreman, K. Wolfangle
1 point.

DNCE BC 2332x, 2333y

Modern III: Intermediate Modern Dance

—D. Foreman, T. Thomas

1 point.

DNCE BC 2334x, 2335y

Modern IV: High Intermediate Modern Dance

—T. Thomas, K. Wolfangle

1 point.

DNCE BC 3332x, 3333y

Modern V: Advanced Modern Dance

—D. Foreman, L. York

1 point.

DNCE BC 3335x, 3336y

Modern VI: High Advanced Modern Dance

—x: R. Steinberg; y: M. L. Burns, J. Moen

1 point.

DNCE BC 3334x, 3337y

Improvisation

1 point. *Not offered in 2003–04.*

Ballet

Technique of classical ballet emphasizing proper alignment and graduated study of its vocabulary. Artistry of articulation, phrasing, dynamics, and nuance in the spectrum of classical materials will be addressed at each level.

DNCE BC 1135x, 1136y

Ballet I: Beginning Ballet

—T. Chandler, K. Glasner

1 point.

DNCE BC 1137x, 1138y

Ballet II: Advanced Beginning Ballet

—x: K. Sullivan, T. Thomas; y: K. Glasner

1 point.

DNCE BC 2137x, 2138y

Ballet III: Intermediate Ballet

—K. Glasner, S. Pillars

1 point.

DNCE BC 2139x, 2140y

Ballet IV: High Intermediate Ballet

—x: K. Glasner, S. Pillars; y: K. Sullivan

1 point.

DNCE BC 2143

Pointe: Basic Study of Pointe Work for Ballet

Placement, stretch, balance, and strengthening *en pointe* at the barre, with beginning center study of relevés, bourrées, pirouettes, etc., in preparation for more advanced ballet technique.

Prerequisite: BC 2137x or y, or permission of the department.

1 point. *Not offered in 2003–04.*

DNCE BC 3138x, 3139y
Ballet V: Advanced Ballet

—A. Kent, B. Sandanato
 1 point.

DNCE BC 3140x, 3141y
Ballet VI: Advanced Ballet with Pointe

—A. Kent, B. Sandanato
 1 point.

DNCE BC 3142x, 3143y
Classic Variations

—x: B. Sandanato
Prerequisite/corequisite: DNCE BC 3138x, BC 3139y, or BC 3141y.
 1 point.

Dance Styles

The study of indigenous dance forms including African character, classical Spanish, jazz, musical theatre, and tap.

DNCE BC 1247x, 1248y
Jazz I: Beginning Jazz Dance

—x: W. Veldink; y: K. King
Prerequisite: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y. Intermediate level in modern or ballet technique is required.
 1 point.

DNCE BC 2248x, 2249y
Jazz II: Intermediate Jazz Dance

—x: W. Veldink; y: K. King
Prerequisite: DNCE BC 1247 or BC 1248.
 1 point.

DNCE BC 2252x, y
African Dance I

Concentrates on the dances of West Africa, including Senegal, Mali, and Guinea, and a variety of dances performed at various functions and ceremonies. Explanation of the origin and meaning of each dance will be an integral part of the material presented. —M. Camara
 1 point.

DNCE BC 2253x, y
African Dance II

—M. Camara
 1 point.

DNCE BC 2254x
Classical Indian Dance

Principles and practices of Bharata Natyam including the *adavu* movement system, *hasta* or hand gestures, narrative techniques, or *abhanaya*, as well as other classical Indian dance forms.
 1 point. Not offered in 2003–04.

DNCE BC 3248x, 3249y
Jazz III: Advanced Jazz Dance

—x: W. Veldink; y: K. King
Prerequisite: DNCE BC 2248x, y
 1 point.

DNCE BC 1445x, 1446y

Tap I: Beginning Tap Dance

—M. Morrison

Prerequisite: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y. Intermediate level in modern or ballet technique is required.

1 point.

DNCE BC 2447x, 2448y

Tap II: Intermediate Tap Dance

—M. Morrison

Prerequisite: DNCE BC 1445x, 1446y, or permission of the Dance Department.

1 point.

DNCE BC 2450x, 2451y

Musical Theatre Dance

—N. Hennessey

Prerequisites: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.

1 point. Not offered in 2003–04.

DNCE BC 2452x, y

Body Balance and Fitness: Pilates-based Mat Work

Focus on movement practices, primarily for dancers, which introduces the concepts of Joseph Pilates, a seminal figure in creating a method of body conditioning. Learn and practice a repertory of mat work to improve body awareness, strength, flexibility, and dynamic alignment. —S. Genter, S. Pillars

Permission of instructor or DNCE BC 1330, 1331, 1135, 1136.

1 point.

DNCE BC 3150x, y

Advanced Studio

For those students who have completed the highest levels of technique and wish to continue advanced dance study at Barnard.

Prerequisites: Permission of the Dance Department. May be repeated four times for credit.

1 point.

DNCE BC 3250x, 3251y

Flamenco and Classical Spanish Dance I

—G. Marina

Prerequisites: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.

1 point.

DNCE BC 3252x, 3353y

Flamenco and Classical Spanish Dance II

—G. Marina

Prerequisites: DNCE BC 3250x, y, or permission of the Dance Department.

1 point.

ECONOMICS

4A Lehman Hall

854-3454

www.econ.barnard.columbia.edu

Professors: André Burgstaller, Perry Mehrling¹, David Weiman (Alena Wels Hirschorn Professor and Chair)

Associate Professor: Rajiv Sethi

Assistant Professors: Alan Dye, Sharon Harrison, Kristin Mammen, Lalith Munasinghe, Randall Reback, Sanjay Reddy, Carl Wennerlind (Term)

Other officers of the University offering courses listed below:

Professors: Kyle Bagwell, Jagdish Bhagwati, Alessandra Casella, Padma Desai, Prajit Dutta, Ronald Findlay, Edmund Phelps, Michael Riordan, Stanislaw Wellisz, David Weinstein

Associate Professor: Brendan O'Flaherty

Assistant Professors: Massimiliano Amarante, Mitali Das, Lena Edlund, Eiichi Miyagawa, Alexei Onatski, Alexander Pfaff

Adjunct Professors: Vahid Nowshirvani, Carl Riskin, Arthur Small

Lecturer: Susan Elmes

¹Absent on leave 2003–04.

The Department of Economics offers a broad course of study in economic theory and applied economics. The study of economics is an important foundation for a student's general understanding of modern history and society. Barnard's major programs in economics also prepare students for graduate work in economics, business, law, public administration, and international relations and related fields, as well as for careers in business, finance, and government. The aims of the programs are: (i) to foster a critical understanding of economics and its relation to other disciplines; and (ii) to develop students' mastery of modern economic theory and its tools of analysis.

Barnard will allow 3 points credit *each* (for a total of 9 points) with a score of 4 or 5 on the AP exam in the following subjects: Macroeconomics; Microeconomics; and Statistics. Economics-track majors, however, will *not* be exempt from the statistics requirement ECON BC 2411 or the equivalent, even if they receive 3 points AP credit for Statistics. A student who chooses credit for AP Macro cannot receive Barnard credit for ECON BC 1001. A student who chooses credit for AP Micro cannot receive Barnard credit for ECON BC 1002 or ECON W 1105.

REQUIREMENTS FOR THE MAJOR

There are two tracks for the major in economics equal in rigor, but different in scope and focus. The track in Economics teaches students the theory and the analytical and mathematical tools now expected of entering graduate students in economics and useful for graduate study in related fields such as business. The track in Political Economy emphasizes the roots of modern economics in the history of economic thought and the interconnections between social forces, political institutions, and economic power. This track constitutes an excellent preparation for a variety of professional schools and careers.

Prospective majors should discuss their programs with any member of the department no later than the second semester of their sophomore year. At the time of declaring the major, the student meets with the department chair and chooses a major adviser, who will advise her as to choice of program and courses. Students planning to major in economics

or political economy should complete both intermediate macro- and microeconomic theory by the beginning of their junior year.

Students who wish to complete a double or joint major that includes economics should consult the chair of the department as early in their planning as possible.

All majors must file the “Major Requirements Declaration” form—available from the department office—no later than at registration for the second semester of their senior year.

Economics

The Economics track major requires two semesters of calculus and nine courses in economics, including:

ECON BC 2411	<i>Statistics for Economics</i> (or STA W 1111 <i>Introduction to Statistics</i> or STA W 1001 <i>Introduction to Statistical Reasoning</i>)
ECON BC 3018	<i>Econometrics</i>
ECON BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECON BC 3035	<i>Intermediate Microeconomic Theory</i>
ECON BC 3041	<i>Theoretical Foundations of Political Economy</i> ;

two electives with intermediate micro- or macroeconomic theory as a prerequisite; and either ECON BC 3061–62 *Senior Thesis*, or ECON BC 3063 *Senior Seminar* and an additional upper-level elective in Economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECON BC 3098, *Guided Research in Economics*, may be substituted for the additional elective.)

Political Economy

The Political Economy track major requires 11 courses, including:

ECON BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECON BC 3035	<i>Intermediate Microeconomic Theory</i>
ECON BC 3041	<i>Theoretical Foundations of Political Economy</i> ;

three electives in economics, two of which have intermediate micro- or macroeconomic theory as a prerequisite; two electives in economics (excluding introductory economics) or a related discipline; one upper-level course in political science*; and either ECON BC 3061–62 *Senior Thesis*, or ECON BC 3063 *Senior Seminar* and an additional upper-level elective in Economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECON BC 3098 *Guided Research in Economics* may be substituted for the additional elective.)

*The following political science courses are not considered upper level:

BC 1001	<i>Dynamics of American Politics</i>
V 1501	<i>Introduction to Comparative Politics</i>
V 1601	<i>International Politics</i>
BC 1013	<i>Political Theory</i>

We recommend that all Political Economy track majors—especially those who plan to go on to business school or to graduate school in public administration or international relations—take one semester of college-credit math (either pre-calculus or calculus) and Economics BC 2411. Political Economy track majors who plan to go on to graduate school Ph.D. programs in economics should take two years of mathematics, including one year of calculus, and statistics and econometrics.

Mathematics Training for the Major

The department expects *all* majors to have a working knowledge of arithmetic, high-school algebra, and the fundamentals of analytic geometry.

REQUIREMENTS FOR THE MINOR

The minor in economics requires five courses, including an introductory course in economics, BC 3033 or BC 3035, and three electives, one of which has an intermediate micro- or macroeconomic theory course as a prerequisite.

COURSES OF INSTRUCTION

Introductory Courses

The principles of economics and statistics; may be taken without previous study of economics or statistics.

ECON BC 1001x, y

Introduction to Macroeconomics

Basic concepts of economic analysis, with emphasis on the aggregate economy; essentials of supply and demand, national income and its determination, United States economic institutions, fiscal and monetary policy, international economics, economic growth and inequality, problems of developing nations. —Staff

3 points.

ECON BC 1002x, y

Introduction to Microeconomics

Basic concepts of economic analysis, with emphasis on resource allocation: utility and demand, cost and supply, determination of prices and income distribution through demand and supply, market structures, and alternative economic systems. —Staff

BC 1001 is not a prerequisite for BC 1002. Credit cannot be granted for both BC 1002 and W 1105

Principles of Economics.

3 points.

ECON BC 2035y

Economic Policy Analysis

Introduction to economic theory and policy analysis through case studies. The theme for this semester will be Modern Capitalism and the Global Economy. Topics include (1) the resurgence of U.S. economic growth, (2) business cycles and stabilization policy in the U.S., (3) the political economy of globalization, and (4) uneven patterns of economic development. —C. Wennerlind

3 points. Not offered in 2003–04.

ECON BC 2411x

Statistics for Economics

Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures. —K. Mammen

4 points.

General Courses

The study of history and of contemporary society in an economic perspective; institutional and traditional approaches. These courses may be taken without previous study of economics.

ECON BC 2010x

The Economics of Gender

Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons. —K. Mammen

3 points.

ECON BC 2014x

Topics in Economic History

Topics vary in content. See departmental listing or instructor for the current topic. —A. Dye
3 points.

Core Courses

The courses listed below, required of Political Economy and/or Economics track majors, constitute the core of the Barnard Economics major.

ECON BC 3018y

Econometrics

Specification, estimation, and evaluation of economic relationships using economic theory, data, and statistical inference; testable implications of economic theories; econometric analysis of topics such as consumption, investment, wages and employment, and financial markets. —S. Harrison
Prerequisites: BC 3035 or BC 3033, and BC 2411 or STA W 1111 or STA W 1001, or permission of the instructor.
4 points.

ECON BC 3033x, y

Intermediate Macroeconomic Theory

Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments. Weekly recitation section to complement lectures. —Staff
Prerequisites: An introductory course in economics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.
4 points.

ECON BC 3035x, y

Intermediate Microeconomic Theory

Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving. Weekly recitation section to complement lectures. —Staff
Prerequisites: An introductory course in microeconomics (ECON BC 1002, W1105, or the equivalent) and one semester of calculus, or permission of the instructor.
4 points.

ECON BC 3041x, y

Theoretical Foundations of Political Economy

Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism. —Staff
Prerequisite: An introductory course in economics or permission of the instructor.
3 points.

Upper-Level Elective Courses

The following economics elective courses have either ECON BC 3033, ECON BC 3035, or both as prerequisites.

ECON BC 3011y

Inequality and Poverty

Conceptualization and measurement of inequality and poverty, poverty traps and distributional dynamics, economics and politics of public policies, in both poor and rich countries. —S. Reddy
Prerequisite: BC 3035 or BC 3033, or permission of the instructor.
3 points.

ECON BC3012x**Economics of Education**

Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms. —R. Reback

Prerequisites: ECON BC 3035 and ECON BC 2411 or permission of the instructor.

3 points.

ECON BC 3013y**Economic History of the United States**

Economic transformation of the United States from a small, open agrarian society in the late colonial era to the leading industrial economy of the 20th century. Emphasis is given to the quantitative, institutional, and spatial dimensions of economic growth, and the relationship between the changing structures of the economy and state. —D. Weiman

Prerequisite: BC 3035 or BC 3033, or permission of the instructor.

3 points.

ECON BC 3017y**Economics of Business Organization**

The economics of firm organization and the evolution of the modern business enterprise. The function of organizations in coordinating the use of economic resources. The role of technology, labor, management, and markets in the formation of the business enterprise. Includes international comparisons and attention to alternative economic theories on the role of business organizations on national competitive advantage. —A. Dye

Prerequisite: BC 3035 or permission of the instructor.

3 points.

ECON BC 3019x**Labor Economics**

Factors affecting the allocation and remuneration of labor; population structure; unionization and monopsony; education and training, mobility and information; sex and race discrimination; unemployment; and public policy. —L. Munasinghe

Prerequisite: BC 3035, or permission of the instructor.

3 points.

ECON BC 3020y**Population and the Economy**

What, if any, are the “Limits to Growth”? And how do changes in population growth rates affect the economy? We will address these questions by introducing elementary demographic concepts, and applying standard economic analysis in both the developed and developing country context. This will include economic determinants of fertility, mortality and migration, and the effects of population on growth, employment, demand for public services, and the environment. —Instructor TBA

Prerequisites: BC 3035 or the equivalent, and permission of the instructor. Enrollment limited to 30 students.

3 points. Not offered in 2003–04.

ECON V 3025y**Financial Economics**

Institutional nature and economic function of financial markets. Emphasis on both domestic and international markets (debt, stock, foreign exchange, Eurobond, Eurocurrency, futures, options, and other). Principles of security pricing and portfolio management; the Capital Asset Pricing Model and the Efficient Markets Hypothesis. —R. Sethi

Prerequisites: BC 3035 and BC 2411 or the equivalent.

3 points.

ECON BC 3029x

Development Economics

Critical survey of the main debates within development studies: theory and empirics of growth and structural transformation; dynamics of income distribution and poverty; impact of international economic relations; population, health and nutrition; and the nature and role of government. —S. Reddy
Prerequisite: BC 3035 or BC 3033, or permission of the instructor.

3 points.

ECON BC 3037y

Growth and Distribution

Classical theories of growth and distribution and their modern transformations; the dynamic effects of changes in technology, savings behavior, and the distribution between wages and profits on the rate of economic growth; growth dynamics with limited resources; multi-sectoral growth models, relative prices, and the uniform rate of profit; applications to the study of real economies. —A. Burgstaller
Prerequisites: BC 3033 and BC 3035, or permission of the instructor.

3 points. Not offered in 2003–04.

ECON BC 3038y

International Money and Finance

An introduction to balance of payments and exchange rate theory. Internal and external adjustment under fixed and flexible exchange rates. International financial markets. Capital mobility and expectations. International policy coordination, optimum currency areas, and their role in global and regional economic integration. History of the international monetary system. —A. Burgstaller
Prerequisite: BC 3033.

3 points.

ECON BC 3039x

Environmental and Natural Resource Economics

The link between economic behavior and environmental quality: valuation of non-market benefits of pollution abatement; emissions standards; taxes; and transferable discharge permits. Specific problems of hazardous waste; the distribution of hazardous pollutants across different sub-groups of the U.S. population; the exploitation of commonly owned natural resources; and the links between the environment, income distribution, and economic development. —R. Sethi

Prerequisite: ECON BC 1002 or ECON BC 2035. Prerequisite for Economics majors: ECON BC 3035.

3 points.

ECON V 3265x

The Economics of Money and Banking

Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.
 —Instructor TBA

Prerequisite: BC 3033.

3 points. Not offered in 2003–04.

ECON BC 3045x

Business Cycles

The foundations and modern theories of long run economic growth and short run business cycles. Foundations of growth include Schumpeter while modern theories incorporate endogenous growth into the Sclow model. Keynes provides the foundation for the static IS/LM model. New Keynesian and neoclassical theories incorporate dynamics and microfoundations. —S. Harrison

Prerequisite: BC 3033

3 points.

ECON BC 3098x, y**Guided Research in Economics**

Provides an opportunity for hands-on learning by participating in a faculty-designed research project. The student will (1) receive instruction on the techniques and tools necessary for academic research, and (2) immediately apply this knowledge to a well-defined research project. This course is excellent preparation for further independent study or research. Regular conferences with the instructor and a comprehensive research journal are required. It is recommended that the student complete *ECON BC 3098* prior to enrolling in *ECON BC 3099*. —Staff

Prerequisite: BC 3033 or BC 3035 and permission of the instructor.

3 points.

ECON BC 3099x, y**Independent Study**

—Staff

Prerequisite: BC 3033 or BC 3035 or permission of the instructor.

Points TBA.

ECON G 4235y**Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes**

A survey of some of the major intellectual developments that have created the discipline of economics. Particular attention to the works of Adam Smith, Alfred Marshall, Irving Fisher, and J.M. Keynes. —A. Burgstaller

Prerequisites: ECON BC 3035 and ECON BC 3033, or the equivalent.

3 points.

Senior Requirement

Economics majors must take one of the following two senior requirement options.

ECON BC 3061x, 3062y**Senior Thesis**

Tutorials and conferences on the research for and writing of the senior thesis. —Staff

Prerequisite: Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.

4 points.

ECON BC 3063x, y**Senior Seminar**

A topic in economic theory or policy of the instructor's choice. See department for current topics and for senior requirement preference forms. Seminar sections are limited to 15 students. —Staff

Prerequisites: Permission of the instructor and the completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.

4 points.

Columbia Courses

The following courses are described in the bulletin of Columbia College. Graduate courses are open to qualified undergraduates with the instructor's permission.

Note: Barnard Economics BC 3033 is equivalent to Columbia W 3213, and Barnard BC 3035 to Columbia W 3211. Please consult the department office for a list of Columbia economics courses whose subject matter overlaps directly with Barnard economics courses (only one of two such courses will earn credit).

ECON W 2261x, y**Introduction to Accounting and Finance**

Prerequisite: W 1105. (Note: Only one course in accounting will be credited toward the Bachelor of Arts degree.)

4 points.

ECON W 3412x, y
Econometrics

Prerequisites: Statistics W 1111 (or the equivalent), 2 semesters of calculus and W 3211 or W 3213.
(Equivalent to BC 3018)
3 points.

ECON W 4020
Economics of Uncertainty and Information

Prerequisites: W 3211, W 3213, and STAT W 1111
3 points. Not offered in 2003–04.

ECON W 4080
Globalization, Incomes and Inequality

Prerequisites: W 3211 and W 3213.
3 points. Not offered in 2003–04.

ECON W 4228y
Urban Economics

—B. O’Flaherty
Prerequisites: W 3211 and W 3213.
3 points.

ECON W 4251y
Industrial Organization

—K. Bagwell
Prerequisites: W 3211 and W 3213.
3 points.

ECON W 4321y
Economic Development

—S. Wellisz
Prerequisites: ECON W 3211 and W 3213. (Equivalent to BC 3029)
3 points.

ECON W 4325x
Economic Organization and Development of Japan

—D. Weinstein
Prerequisites: W 3211 and W 3213.
3 points.

ECON W 4329x
Economics of Sustainable Development

—Instructor TBA
Prerequisites: W 3211 and W 3213.
3 points.

ECON G 4337x
Economic Organization and Development of the Middle East

—V. Nowshirvani
Prerequisites: W 3211 and W 3213.
3 points.

ECON G 4340
World Trading System

Prerequisites: W 3211 and W 3213.
3 points. Not offered in 2003–04.

ECON W 4345y
World Economic Problems

Prerequisites: W 3211 and W 3213.
3 points. Not offered in 2003–04.

ECON W 4370x
Political Economy

—S. Wellisz
Prerequisites: W 3211 and W 3213.
3 points.

ECON W 4400x
Labor Economics

—L. Edlund
Prerequisites: W 3211 and W 3213. (Equivalent to BC 3019)
3 points.

ECON W 4414
Mathematical Economics

Prerequisites: MAT V 1111, V1112 (Calc IS, IIS) and ECON W 3211 and W 3213.
3 points. Not offered in 2003–04.

ECON W 4415
Game Theory

Prerequisites: Economics W 3211 and W 3213.
3 points. Not offered in 2003–04

ECON W 4438
Economics of Race in the U.S.

Prerequisites: Economics W 3211 and W 3213.
3 points. Not offered in 2003–04.

ECON W 4457y
Industrial Organization of Art, Entertainment, Communication

—M. Riordan
Prerequisites: W3211 and W3213
3 points.

ECON W 4465x
Public Economics

—E. Miyagawa
Prerequisites: W 3211 and W 3213. (Equivalent to BC 3016)
3 points.

ECON W 4490
Economics of the Internet

Prerequisites: W 3211 and W 3213.
3 points. Not offered in 2003–04.

ECON W 4500x
International Trade

—R. Findlay
Prerequisites: W 3211 and W 3213.
3 points.

ECON W 4505y

International Monetary Theory and Policy

—Instructor TBA

Prerequisites: W 3211 and W 3213.

3 points.

ECON G 4526y

Transition Issues in East Central Europe, Post-Soviet State, and Reforming Asian Economies

—P. Desai

Prerequisites: W 3211 and W 3213.

3 points.

ECON W 4625y

The Economics of the Environment

—A. Small

Prerequisites: W 3211 and W 3213. (Equivalent to BC 3039)

3 points.

ECON G 4523

Soviet and Post-Soviet Economies

Prerequisites: W 3211 and W 3213.

3 points. Not offered in 2003–04.

ECON G 4527y

Economic Organization and Development of China

—C. Riskin

Prerequisites: W 3211 and W 3213.

3 points.

ECONOMIC HISTORY

4A Lehman Hall

854-3454

This program is supervised by the Committee on Economic History.

Economics: Alan Dye (Program Adviser)

History: Deborah Valenze

The Economic History Program is an interdisciplinary program combining history and economics. It seeks to develop a knowledge of the human experience through the record of the past and an understanding of the historical process from an economic perspective. The program combines the discipline of investigation and interpretation of the past with the study of the tools of economic analysis and quantitative skills and their use in historical investigation. Majors in this program will have a broad academic exposure that will prepare them to enter graduate programs in law, business, public policy, or administration as well as economics and history.

REQUIREMENTS FOR THE MAJOR

A major in Economic History must complete the following 11 courses or their equivalents:

ECON BC 2014	<i>Topics in Economic History</i>
ECON BC 3013 or W 4311	<i>Economic History of the United States</i>
ECON BC 3041	<i>Theoretical Foundations of Political Economy</i>

Two of the following:

ECON BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECON BC 3035	<i>Intermediate Microeconomic Theory</i>
ECON BC 2411	<i>Statistics for Economics</i>

Four history courses (three within a single concentration) selected in consultation with the major adviser.

ECHS BC 3066x–3067y Two semesters of *Senior Research Seminar in Economic History* is to be supervised by a faculty member approved by the program adviser.

No minor is offered in Economic History.

ECONOMICS AND MATHEMATICS

4A Lehman Hall

854-3454

Economics Department Representative: Rajiv Sethi
Mathematics Department Representative: Walter Neumann

The Economics and Mathematics major provides the student with a grounding in economic theory comparable to that provided by the general economics major and exposes the student to rigorous and extensive training in mathematics. The program will be particularly useful for students planning to do graduate work in economics, which frequently demands greater mathematical training than that acquired through the minimum requirements of the basic economics degree.

REQUIREMENTS FOR THE MAJOR

A major in Economics and Mathematics must complete the following 14 courses or their equivalents:

Economics: (7 courses)

- | | |
|--------------|---|
| ECON BC 3018 | <i>Econometrics</i> |
| ECON BC 3033 | <i>Intermediate Macroeconomic Theory</i> |
| ECON BC 3035 | <i>Intermediate Microeconomic Theory</i> |
| ECON BC 3041 | <i>Theoretical Foundations of Political Economy</i> |
| ECON BC 3062 | <i>Senior Thesis</i> (two semesters of the <i>Senior Thesis</i> are optional) or a Senior Seminar in Economics or Mathematics (ECON BC 3063, MATH V 3951, MATH V 3952 or an equivalent approved by the Chairs of the Mathematics and Economic majors) |

Two economics electives with an intermediate micro- or macroeconomic theory course as prerequisite.

Mathematics: (7 courses)

- | | |
|------------------|---|
| MATH V 1101–1201 | <i>Calculus IA, IIIA or MATH V 1107–1108 Honors Mathematics and MATH V 1201 Calculus IIIA</i> |
| MATH V 2010 | <i>Linear Algebra</i> |
| MATH V 2500 | <i>Analysis and Optimization or MATH W 4061 Introduction to Modern Analysis</i> |
| SIEO W 3600 | <i>Introduction to Probability and Statistics</i> |

Two electives above the 2000 level, one of which can be MATH V 3951 or MATH V 3952, the undergraduate seminar in mathematics.

Students must obtain approval from each department representative before selecting electives. In exceptional cases, these may be from related fields.

EDUCATION

336 and 301 Milbank Hall

854-7072, 9237, 2117, 5408, 7160

www.barnard.edu/education

Professors: Lee Anne Bell (Director of the Education Program), Susan Riemer Sacks (Director for Educational Initiatives)

Lecturers: Jean Gibbs, Norma Mandel, Roberta Mitchell

Advisory Committee on Education:

Associate Professor of Anthropology: Lesley Sharp

Professor of History: Herbert Sloan

Professor of Psychology: Peter Balsam

Dean of Academic Affairs, Columbia College: Kathryn Yatrakis

Dean of Students, School of General Studies: Mary McGee

The Barnard College Education Program prepares students to become skilled and reflective teachers who can effectively respond to the learning needs of diverse learners and create a caring and intellectually supportive classroom community. The program provides a course of study for students who are interested in becoming certified teachers, working with young people or adults in human service agencies, or preparing for careers related to education. The Education Program serves students from Barnard, Columbia, Fu Foundation School of Engineering and Applied Science, and General Studies. Courses are taken in conjunction with a major in an approved field of study and may constitute a minor. Courses counted toward a major may not be doubly counted for a minor.

The program includes coursework in psychology, discipline-centered education courses (History, Philosophy and Sociology of Education; Contemporary Issues in Education), pedagogical courses (Methods of Teaching; Seminar in the Teaching-Learning Process), and field-based experience (Practicum; Student Teaching). Students are placed with experienced teachers in New York City public schools during their junior and senior years. (See elementary and secondary program descriptions for details.)

The Education Program is approved by the New York State Education Department to recommend students who complete the program for Initial Certification in either Childhood Education (grades 1–6) or Adolescence Education (grades 7–12). Graduates of the program are also eligible for membership in the Interstate Certification Agreement, a reciprocal certification among 31 states. Certification is based on demonstration of competency in both academic and field settings. Students will gain 100 hours of pre-student teaching experience and complete 200 hours of student teaching at two grade levels. As part of the certification process, students must pass the New York State Teacher Certification Examination and seminar sessions in Identifying and Reporting Child Abuse, Prevention of School Violence, Drug and Alcohol Abuse Prevention, and Inclusion of Students with Special Needs. Graduates of Barnard College have a 100 percent pass rate for the New York State Teacher Certification Examination.

To apply to the program, acquire an information packet and application in 336 Milbank. Students may apply for admission during their sophomore year and no later than the first Monday in October in the autumn term of their junior year. Students who plan to study abroad during their junior year should apply by the end of their sophomore year. Admission criteria include good academic standing, evidence of interest in the field of education, and capacity for growth in areas vital to the teaching-learning experience. Enrollment is limited.

Note: No more than one additional course may be taken in addition to student teaching and the seminar. Students with incompletes may *not* student teach.

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., Psychology BC 3465, BC 3466, assisting at the Center for Toddler Development). Students with these interests should arrange their schedules appropriately.

Childhood Education Program

This program leads to the New York State Initial Certificate in Childhood Education (grades 1–6). Students must complete a total of 24 credits as follows:

One psychology course (in addition to Introduction to Psychology PSY BC 1001), chosen from among:

PSYC BC 1105	<i>Psychology of Learning with Lab</i>
PSYC BC 1107	<i>Psychology of Learning</i>
PSYC BC 1127	<i>Developmental Psychology with Lab</i>
PSYC BC 1129	<i>Developmental Psychology</i>
PSYC BC 1130	<i>Human Memory and Learning with Lab</i>
PSYC BC 1132	<i>Human Memory and Learning</i>
PSYC BC 2134	<i>Educational Psychology</i>

One discipline-specific education course chosen from among:

PHIL V 3758	<i>Philosophy of Education</i>
SOCI V 3225	<i>Sociology of Education</i>
EDUC BC 2032	<i>Contemporary Issues in Education</i>
HIST BC 3461	<i>Education in American History</i>

A third course selected from either of the two categories above.

Pedagogical Core (Education):

EDUC BC 2052	<i>Seminar in Methods of Elementary School Teaching</i>
EDUC BC 2055, sec 1	<i>School Practicum</i>
EDUC BC 3063	<i>Teaching in Elementary or Secondary Schools</i>
EDUC BC 3064	<i>Seminar in the Teaching-Learning Process</i>

Note: The methods course and practicum are taken concurrently and offered in spring term only. The seminar and student teaching are taken concurrently and are offered every semester (seniors only).

The methods course covers principles and methods for teaching literacy and numeracy. Concurrently, the school practicum requires participation in an elementary classroom where students observe and apply teaching methods and principles of child development.

The practicum provides 60 of the 100 required hours of pre-student teaching experience. The additional 40 hours can be taken through additional work with children under the supervision of a certified teacher. Forms for documentation of pre-practicum field experience are available in the Education Program office.

Note: No more than one additional course may be taken in addition to Student Teaching and the Seminar. Students with incompletes may *not* student teach.

Adolescence Education Program

This program leads to the New York State Initial Certificate in Adolescence Education (grades 7–12) in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students must complete a total of 20 credits from the following course of study:

One psychology course (in addition to Introduction to Psychology PSYC BC 1001), chosen from among:

PSYC BC 1105	<i>Psychology of Learning with Lab</i>
PSYC BC 1107	<i>Psychology of Learning</i>
PSYC BC 1127	<i>Developmental Psychology with Lab</i>
PSYC BC 1129	<i>Developmental Psychology</i>
PSYC BC 1130	<i>Human Memory and Learning with Lab</i>
PSYC BC 1132	<i>Human Memory and Learning</i>
PSYC BC 2134	<i>Educational Psychology</i>

One discipline-specific education course chosen from among:

PHIL V 3758	<i>Philosophy of Education</i>
SOCI V 3225	<i>Sociology of Education</i>
EDUC BC 2032	<i>Contemporary Issues in Education</i>
HIST BC 3461	<i>Education in American History</i>

Pedagogical Core (Education):

EDUC BC 2062 -	<i>Seminar in Secondary School Curriculum Development</i>
EDUC BC 2055, sec 2	<i>School Practicum</i>
EDUC BC 3063	<i>Teaching in Elementary or Secondary Schools</i>
EDUC BC 3064	<i>Seminar in the Teaching-Learning Process</i>

Note: The methods course and practicum are taken concurrently and offered in spring term only. The seminar and student teaching are taken concurrently and are offered every semester (seniors only).

The methods course covers principles and methods for teaching English, social studies, the sciences, mathematics, and ancient and foreign languages. Concurrent with methods, the school practicum consists of a weekly internship in a middle school or secondary classroom where students observe and apply principles of adolescent development to teaching and learning.

The practicum provides 60 of the 100 required hours of pre-student teaching experience. The additional 40 hours can be taken through additional work with adolescents under the supervision of a certified teacher. Forms for documentation of pre-practicum field experience are available in the Education Program office.

Note: No more than one additional course may be taken in addition to student teaching and the seminar. Students with incompletes may *not* student teach.

REQUIREMENTS FOR THE MINOR

The minor requires a minimum of six courses: EDUC BC 3063, EDUC BC 3064, a methods course, the practicum course, and two others from those courses listed above but not counted toward the major.

COURSES OF INSTRUCTION

EDUC BC 2032x **Contemporary Issues in Education**

Study of critical issues confronting education today and the relation to contemporary society. Topics include equity in learning experiences for bilingual, culturally diverse, gifted, and disabled students—girls and boys. The impact of technology, school choice and standards will be addressed. Field work required. —R. Mitchell

Enrollment limited to 25. Prerequisite: Permission of the instructor.

4 points. W 2:10–4:00

EDUC BC 2052y**Seminar in Methods of Elementary School Teaching**

Provides prospective teachers with developmentally appropriate methods for teaching elementary school subjects to meet the intellectual, social, and emotional needs of learners. Topics include all aspects of literacy, utilizing literacy across content areas, teaching mathematics through problem-solving, classroom management, assessment, diversity, and inclusion. Students begin developing a professional portfolio. —R. Mitchell

This course should be taken in the spring term of the junior year with corequisite BC 2055. Prerequisite to student teaching in elementary schools. Open to Education Program applicants and others only with permission of instructor.

4 points. M 2:10–4:00

EDUC BC 2055y**School Practicum**

Students investigate educational theory, pedagogical methods in literacy, and developmentally appropriate practices through involvement in assigned elementary or secondary New York City public schools. Supervised classroom experiences interrelate with co-requisite methods seminars to provide understanding of the teaching and learning process through participant observation of one full day per week. —Section 1: R. Mitchell; Section 2: J. Gibbs.

Corequisite: Section 1, Elementary, BC 2052y or Section 2, Secondary, BC 2062y.

3 points.

EDUC BC 2062y**Seminar in Secondary School Curriculum Development**

Provides prospective teachers with developmentally appropriate methods for teaching at the secondary level to meet the intellectual, social, and emotional needs of adolescent learners. Topics include pedagogical methods appropriate to specific content areas, classroom management, diversity, inclusion, and assessment. Students begin developing a professional portfolio. —J. Gibbs

This course should be taken in the spring term of the junior year with corequisite BC 2055. Prerequisite for student teaching in secondary schools. Open to Education Program applicants and others only with permission of instructor.

4 points. M 2:10–4:00

EDUC BC 3063x,y**Student Teaching**

Supervised student teaching in elementary or secondary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Requires 200 hours of teaching at two different grade levels, full time for one semester. —Staff.

Prerequisite: Completion of BC 2052 or BC 2062 and BC 2055. Corequisite: BC 3064. Enrollment limited.

6 points.

EDUC BC 3064x, y**Seminar in the Teaching-Learning Process**

This seminar, taken in conjunction with student teaching, is designed to support the student teacher's development as a reflective practitioner. Provides a forum for discussion of developmentally appropriate classroom teaching practices, assessment, and classroom management to respond effectively to the learning needs of diverse students. Teaching skills developed through individual supervision, conferences, videotaping, and portfolio design. Seminar topics include prevention of drug and alcohol abuse, identifying and reporting child abuse, violence prevention, inclusion, and meeting the needs of diverse student populations. —L. Bell, S. Sacks

Corequisite: BC 3063. Enrollment limited to students enrolled in the Education Program.

4 points. W 2:10–4:00

History HIST BC 3461x
Education in American History

A consideration of the place educational institutions, educational ideas, and educators have played in American life. Emphasis will be on the connection between education and social mobility.

—N. Woloch

Permission of the instructor required.

4 points. Tu 2:10–4:00

Philosophy PHIL V 3758y
Philosophy of Education

Drawing on classical and contemporary authors, discussion with focus on the question of the conditions requisite for producing free and responsible individuals. Selected readings from Plato, Rousseau, Dewey, and others. —N. Gill

3 points. MW 11:00–12:15

Sociology SOCI V 3225y
Sociology of Education

Social organization of education in the United States: the school as a complex organization; the classroom as a learning environment; social factors in academic aspirations and achievements; selected innovations in educational practices; and problems in the relations between the school and the community. —V. K. Morest

3 points. MW 1:10–2:25

Cooperating Teacher Participants for 2002–2003

P.S. 9 Nancy Fiore Dana Gefter Marcy Hrazanek	Manhattan School for Children Julie Broderick Barbara Downing Becky Huffman Michelle Pearlman	John F. Kennedy High School <i>Social Studies</i> Andreas Dimitratos Naomi Santoro
P.S. 84 Irma Santiago		A. Philip Randolph High School <i>English</i> Louise Montalto Daniel Schott <i>Social Studies</i> Judy Aguayo Tom Murphy
P.S. 87 Cindy Brenholz Teresa Furman Laura Truitt Deborah Warren	Mott Hall School Mary Reynolds <i>English</i> Eszter Boros <i>Social Studies</i> Ann Marie Chinnery	
	Bronx High School of Science <i>Social Studies</i> Loius Diiulio Amber Koetsier <i>Environmental Science</i> Richard Lee	

Cooperating Schools for Practicum Placements

Elementary:	Secondary:
P.S. 9 Renaissance School for Music and Art	Booker T. Washington Middle School
P.S. 11 William T. Harris School	Bronx High School of Science
P.S. 24 The Spuyten Duyvil (Bronx)	Columbus Academy
P.S. 36	Dual Language Middle School
P.S. 75 Emily Dickinson	Frederick Douglass Academy
P.S. 84 Lillian Weber School	High School for Environmental Studies
P.S. 87 William Sherman School	Humanities High School
P.S. 97 The Mangin	Hunter High School
P.S. 125	John F. Kennedy High School
P.S. 145 Bloomingdale School	Martin Luther King, Jr. High School
P.S. 161 Pedro Albizu Campos	School for the Physical City
P.S. 165 Robert E. Simon School	Wadleigh Secondary School
P.S. 166 Manhattan School of Arts and Technology	Booker T. Washington, J.H.S. 54
P.S. 183 The School for Discovery and Family Academy	A. Phillip Randolph High School
Manhattan School for Children	I.S. 131, Dr. Sun Yat Sen
I.S. 188, School for Academic and Athletic Excellence	Morristown High School, New Jersey
Public schools in New Jersey and New York communities	I.C.E., Institute For Collaborative Educ.
Mott Hall I	Mott Hall II

ENGLISH

417 Barnard Hall

854-2116

www.barnard.edu/english

Professors: James Basker, Elizabeth Dalton², Mary Gordon¹ (Millicent C. McIntosh Professor), Maire Jaanus (Chair), Caryl Phillips (Henry R. Luce Professor of Migration and Social Order), Anne Lake Prescott (Helen Goodhart Altschul Professor), Hertha Schulze (Visiting), William Sharpe

Associate Professors: Lisa Gordis, Peter Platt, Maura Spiegel (Term)

Adjunct Associate Professors: Roddy Doyle, Ursula Hegi, Ellen McLaughlin, Christine Schutt, Lynne Tillman

Assistant Professors: Ross Hamilton, Saskia Hamilton, Jennie Kassanoff, Monica Miller, Elizabeth Weinstock

Senior Lecturers: Patricia Denison (Acting Chair, Theatre Department), Peggy Ellsberg, Nancy Kline Piore (Director of The Writing Program)², Cary Plotkin (Director of Department Registration), Timea Szell (Director of Creative Writing), Margaret Vandenburg (Director of First-Year English)

Lecturers: Constance Brown, Pamela Cobrin (Director of the Writing Center), Linn Cary Mehta, John Pagano, Aaron Schneider

Senior Associate: Quandra Prettyman

Associates: Scott Failla, Diana Kane, James Runsdorf

¹Absent on leave 2003–04.

²Absent on leave Spring term.

The offering in English is designed to foster good writing, effective speaking, and heightened understanding of texts that enrich our culture.

Students majoring in English are encouraged to develop their responsiveness to the literary imagination and their sensitivity to literary form through disciplined attention to language and to critical and scholarly methods.

Non-majors may satisfy the distribution requirement in the Humanities (Part A) and in Culture and Societies (Part B) by electing appropriate courses listed under Language and Literature.

REQUIREMENTS FOR THE MAJOR

A major program consists of at least 10 courses in sequence:

1. In the sophomore or junior year, the student will complete three required courses: an introduction to the methods of literary analysis (BC 3193 *Critical Writing*) and an introduction to literary works of the Renaissance and the Enlightenment (BC 3159–BC 3160 *The English Colloquium*); for possible substitutions, see BC 3159, below.
2. In addition, she will complete five advanced courses so distributed as to extend her knowledge of English and American literature of different periods. At least two of these must be in literature before 1900 (ENTH BC 3136, 3137, 3140x, Sec. 2, 3140y, Sec. 2, Sec. 6; 3140y); 3141, 3154–3180). She may select two of the five from courses BC 3103–3145.
3. As a senior, she will complete advanced work in two seminars (BC 3997, 3998). Seniors concentrating in Theatre or Writing will normally substitute the *Special Project in Theatre or Writing* (BC 3996) for one of the required seminars. Under special

circumstances, senior majors may request permission to substitute Independent Study for one of the seminars (see BC 3999, below).

REQUIREMENTS FOR THE MINOR

A minor consists of at least five English courses: one from either Chaucer (BC 3154 or 3155), Shakespeare (ENTH BC 3136, ENGL BC 3163, or 3164), or Milton (BC 3167); two additional courses in literature before 1900 (ENTH BC 3137; BC 3140x, y, Sec. 2; BC 3141; and BC 3154–3180); and two electives from BC 3103–3810 (excluding BC 3191).

CONCENTRATIONS IN THE MAJOR

American Literature

Students interested in an American Literature concentration should consult with Professor Gordis (408D BAR) or Professor Kassanoff (413 BAR). In addition to ENGL BC 3159, 3160 (or appropriate substitutes), and 3193, an American concentration consists of either 3179 or 3180, either 3181 or 3182, one other American literature course, and one senior seminar with a focus on American literature. (The department requires two senior seminars for the major.) Of the remaining electives, one must be in British literature before 1900.

Film

Students interested in a film concentration should consult with Professor Hamilton (419 BAR) or Professor Miller (420 BAR). A film concentration consists of four courses: first, Introduction to Film and Film Theory (3140x:5); second, a writing course, either Screenwriting (3119x or y) or Film Criticism (3120); third, the Film/Literature Senior Seminar (3998y:5). The final course, which requires approval, is a film and literature elective from among specific offerings at Barnard or Columbia. These four courses will count in place of two electives and one Senior Seminar in the regular English major. A major in English with a concentration in Film consists of 11 courses.

Theatre

Students interested in a Theatre concentration should consult Patricia Denison, Acting Chair, Theatre Department (412 BAR). A Theatre concentration consists of four courses: three courses, either two in *Theatre History* (THTR BC 3150, 3151) and one dramatic literature seminar, **OR** one theatre history course and two dramatic literature seminars; and a fourth course, *Special Project in Theatre* (ENGL BC 3996), in combination with a dramatic literature course. These four courses will count in place of two electives and one Senior Seminar in the regular English major. A major in English with a concentration in Theatre consists of 11 courses.

Writing

Students interested in a writing concentration should submit a portfolio of their work to Timea Szell, Director of Creative Writing (423 BAR), by the end of their junior year. A writing concentration consists of at least four courses: two writing courses of which one will be introductory (BC 3105–3113) and one advanced (BC 3114–3118); a Senior Project written in a third writing course combined with a *Special Project in Writing* (BC 3996), or written in an *Independent Study* (BC 3999); and a fourth course, either literature (in English or another language) or creative writing or ARS BC 3131. Consult the Director of Creative Writing for applicability of Columbia courses. These four courses will count in place of two electives and one Senior Seminar in the regular English major. A major in English with a concentration in Writing consists of 11 courses.

COURSES OF INSTRUCTION

Introductory

ENGL BC 1201x, y

First-Year English: Reinventing Literary History

Close examination of texts and regular assignments in composition, designed to help students read critically and write effectively. Sections of the course are grouped in three clusters: I. Legacy of the Mediterranean; II. The Americas; III. Women and Culture. The first cluster features a curriculum of classic texts representing key intellectual moments that have shaped Western culture, as well as excursions to the opera, the theatre, and museums. Offering revisionist responses to the constraints of canonicity, the last two clusters feature curricula that explore the literary history of the Americas and the role of women in culture. —Director and staff

Required for all first-year students. May not be taken for P/D/F.

3 points. Consult department bulletin board for section times.

ENGL BC 1202x

Studies in Writing

Intensive practice in writing, emphasizing drafts, revision, peer response, and individual conferences. Consideration of the conventions of English style, usage, and grammar through both informal and formal writing, culminating in expository essays. Recommended for, but not limited to, first-year students and students whose first language is not English. —Members of the Department

Permission of the instructor required.

3 points.

Writing

Registration in each course is limited and the permission of the instructor is required; for courses 3105–3118, submit a writing sample in advance. Departmental application forms are available at www.barnard.edu/english. Two writing courses may not be taken concurrently.

ENGL BC 3101x

The Writer's Process: A Seminar in the Teaching of Writing

An exploration of theory and practice in the teaching of writing, designed for students who plan to become Writing Fellows at Barnard (see page 43). Students will read current theory and consider current research in the writing process and engage in practical applications in the classroom or in tutoring. —N. Piore

Application process and permission of the instructor.

3 points. Sec. 1 TuTh 1:10–2:25

ENGL BC 3103x, 3104y

Essay Writing

English composition above the first-year level. Techniques of argument and effective expression. Weekly papers. Individual conferences. Some sections have a special focus, as described. English as a second language (ESL) is offered each term in Section 4 for students seeking an upper-level writing course.

BC 3103x Sec. 1 W 2:10–4:00—P. Ellsberg; Sec. 2 W 4:10–6:00 The File and the Nib—C. Plotkin;
Sec. 3 Th 12:10–2:00—J. Runsdorf; Sec. 4 M 11:00–12:50 (ESL)—P. Cobrin

BC 3104y Sec. 1 Tu 4:10–6:00 Writing & Visual Arts—H. Schulze;
Sec. 2 Th 11:00–12:50—Instructor TBA;

Sec. 3 Th 4:10–6:00—A. Schneider; Sec. 4 M 11:00–12:50 (ESL)—Instructor TBA

3 points.

ENGL BC 3105x, 3106y

Fiction and Personal Narrative

Short stories and other imaginative and personal writing. —x: E. Dalton; y: T. Szell

3 points. x: Th 2:10–4:00; y: W 2:10–4:00

ENGL BC 3107x, 3108y

Introduction to Fiction Writing

Practice in writing short stories and autobiographical narrative with discussion and close analysis in a workshop setting. —x: L. Tillman; y: C. Shutt

3 points. x: Tu 4:10–6:00; y: Tu 6:10–8:00

ENGL BC 3110x

Introduction to Poetry Writing

Varied assignments designed to confront the difficulties and explore the resources of language through imitation, allusion, free association, revision, and other techniques. —S. Hamilton

3 points. M 4:10–6:00

ENGL BC 3113x

Introduction to Playwriting

A workshop to provoke and investigate dramatic writing. —E. McLaughlin

3 points. M 4:10–6:00

ENGL BC 3114y

Advanced Playwriting

3 points. Not offered in 2003–04.

ENGL BC 3115x, 3116y

Story Writing

Advanced workshop in writing, with emphasis on the short story. —x: U. Hegi; y: R. Doyle

Prerequisite: Some experience in the writing of fiction. Conference hours to be arranged.

3 points. Tu 4:10–6:00

ENGL BC 3117x

Fiction Writing

Assignments designed to examine form and structure in fiction. Some attention given to the role of the writer in society. —C. Phillips

Students will have already written a substantial body of work. Prerequisite: Writing sample and interview with the instructor.

3 points. Tu 2:10–4:00

ENGL BC 3118y

Advanced Poetry Writing

Weekly workshops designed to critique new poetry. Each participant works toward the development of a cohesive collection of poems. Short essays on traditional and contemporary poetry will also be required. —S. Hamilton

3 points. M 4:10–6:00

ENGL BC 3119x, y

Screenwriting

A practical workshop in dramatic writing for the screen. Through a series of creative writing exercises, script analysis, and scene work, students explore and develop the basic principles of screenwriting. Either a polished short film script or a preliminary draft of a feature screenplay is the final project. —x: D. McKenna; y: D. Kane

3 points. x: W 2:10–4:00 y: M 11:00–12:50

ENGL BC 3200x

Film Production

An exploration of basic narrative tools at the filmmaker's disposal, with a particular emphasis on camera work and editing. Examines basic cinematic syntax that provides a foundation for storytelling on the screen. —L. Engel

Prerequisite: ENGL BC 3140x and permission of the instructor. Sophomore standing. Enrollment limited to 12 students.

3 points.

Speech

Registration in each course is limited and permission of the department required.

ENGL BC 3121

Uses of Speech

An introduction to effective oral presentation, including interviewing and public speaking. Emphasis on self-presentation, research, organization, and audience analysis. —x: P. Denison

3 points. x: TuTh 10:35–11:50

Theatre

Registration in each course is limited. Students may sign up for theatre courses outside the Theatre Office, Room 507 Milbank Hall. See Theatre Department course descriptions for *Theatre History* (THTR BC 3150, 3151), *Women in Theatre* (THTR BC 3140), *Drama, Theatre, and Theory* (THTR BC 3166), and (THTR BC 3737) *Modernism and 20th-Century Theatre*.

ENTH BC 3136y

Shakespeare in Performance

The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. We will explore Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison

Enrollment limited to 20 students.

4 points.

ENTH BC 3137y

Restoration and 18th-Century Drama

Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Pix, Centlivre, Dryden, Congreve, Farquhar, Gay, Goldsmith, and Sheridan. —P. Denison

Enrollment limited to 20 students.

4 points. Not offered in 2003–04.

ENTH BC 3139x

Modern American Drama and Performance

Modern American drama in the context of theatrical exploration and cultural contestation.

Playwrights include Glaspell, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, and Hellman, Stein, Miller, and Fomes. —P. Denison

Enrollment limited to 20 students. \$60 fee.

4 points. Not offered in 2003–04.

ENTH BC 3140

Women in Theatre

An exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Crothers, Hellman, Finley, Hughes, and Smith. —P. Cobrin

Enrollment limited to 20 students.

4 points. Th 11:00–12:50

Language and Literature

ENGL BC 3140x

Seminars on Special Themes

Registration may be limited.

3 points.

1. Explorations of Black Literature: 1760–1890

Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered. —Q. Prettyman

MW 2:40–3:55

2. Poetry Movements since the 1950s

Major poetry movements since the 1950's, including Beat Poetry, Confessional Poetry, the Black Arts Movement, and Language Poetry. —S. Hamilton

MW 1:10–2:25

3. Imaging and Imagining Black Men in 20th-Century Literature and Culture

Twentieth-century American representations of black men and masculinity. Ideals of African American leadership; public personas and oppositional styles; gender and political consciousness; self-fashioning and loyalties to race, sexuality, and class. Authors include Washington, Du Bois, Johnson, Hurston, Wright, Ellison, Baldwin, Hansberry, Wilson, Baraka, Malcolm X, Hemphill, and Delany. Films by/about Sidney Poitier, Spike Lee, Isaac Julien; artwork by Mapplethorpe, Lyle Ashton Harris. —M. Miller

TuTh 2:40–3:55

4. Renaissance Women Writers

An exploration of women writers from Christine de Pizan in 15th-century France to Sor Juana Inés de la Cruz in 17th-century Mexico, with primary focus on women of the English Renaissance and Reformation. Works on love, sex(es), society, power, and God by Gaspara Stampa, Marguerite de Nararre, Louise Labé, Teresa d'Avila, Elizabeth Cary, Mary Wroth, Aemilia Lanyer, Rachel Speght, Katherine Philips, Margaret Newcastle, Aphra Behn, and others. —A. Prescott, L. Postlewaite

TuTh 11:00–12:15

5. Introduction to Film and Film Theory

A survey of the history of American and international film and an introduction to film theory, including feminist, psychoanalytic, structuralist, and post-structuralist methodologies. Film contextualized through theory and through the lens of popular culture (advertising, television, music videos) and genre (the Hollywood film, women's film, action movies, westerns, sci-fi, documentary, "Third World," and "alternate" film, etc.). Weekly screening. —D. Kane

M 6:10–10:00

6. China in the English Imagination, 1660–1760

Economic essays, travel narratives, satire, plays, and novels which highlight the impact of East–West trade on the literature and commodity culture of 18th-century England. Emphasis on sinophilia and sinophobia; women and consumerism; the phenomenon of chinoiserie in literature, art, and fashion. Authors include Defoe, Goldsmith, Walpole, Hanway, Rowe, Murphy, Du Halde. —C. Yang

TuTh 2:40–3:55

ENGL BC 3140y

1. "Madness" and the Literary Imagination

Examines the literary representation of mental illness in works ranging from antiquity to the present. Emphasis on the relationship between the categories of mental illness ("hysteria," "melancholy," "madness") and society; on the impact of war, modernization, developments in science and medicine, and notions of gender and sexuality on the ways individuals conceive of, experience, and write about mental illness. Authors include Euripides, Chaucer, Margery Kempe, Shakespeare, Dostoevsky, Woolf, and Plath, and others. —E. Weinstock

MW 1:10–2:25

2. Poetics

An investigation of philosophies of imagination. Selected prose and poetry by Coleridge, Stein, Pound, Williams, Celan, Jabès, Baraka, and Hejinian. —S. Hamilton

MW 1:10–2:25

3. War and the Literary Imagination

The literature of problematic wars: The Trojan War, British writing about the First World War, and the Vietnam War. Male and female voices in drama, poetry, autobiography, and fiction, from Euripides to the 1970s. —C. Brown

TuTh 4:10–5:25

4. Contemporary Irish Literature

Writers Irish and not dead. The authors introduced have three things in common: they're Irish, they write fiction, and they're alive. Most write about Ireland, but it is a country that has changed dramatically in recent years. Names on the reading list run from the younger, emerging voices, like Claire Keegan and Keith Ridgway, to the older, revered names, like William Trevor and Edna O'Brien. —R. Doyle

Tu W 11:00–12:15

5. The Enchanted Imagination

Romantic and post-Romantic fantasy that examines the transformative role of imagination in aesthetic and creative experience. Challenges accepted boundaries between the imagined and the real, and celebrates otherness and magic in a disenchanted world. Authors include Blake, Coleridge, Keats, Mary Shelley, Tennyson, Carroll, Tolkien, LeGuin, Garcia Marquez. —J. Pagano

TuTh 4:10–5:25

6. Topics in American Literature and Film: Horror.

The genre of horror in literature and film. —D. McKenna

Tu 6:10–10:00

ENGL BC 3141x, 3142y

Major English Texts

A chronological view of the variety of English literature through study of selected writers and their works. Autumn: Beowulf through Johnson. Spring: Romantic poets to the present. —P. Ellsberg

Guest lectures by members of the department.

3 points. *x: TuTh 2:40–3:55; y: MW 2:40–3:55*

English–Women's Studies ENWS BC 3144y

Minority Women Writers in the United States

Literature of 20th-century minority women writers in the United States, with emphasis on works by Asian, Black, Hispanic, and Native American women. The historical and cultural as well as the literary framework. —Q. Prettyman

Permission of the department required.

3 points. *MW 2:40–3:55*

ENGL BC 3154

The Early Chaucer

Chaucer's innovations with major medieval forms: lyric, the extraordinary dream visions, and the culmination of medieval romance, *Troilus and Criseyde*. Approaches through close analysis, and feminist and historicist interpretation. Background readings in medieval life and culture.

3 points. *Not offered in 2003–04.*

ENGL BC 3155x

Canterbury Tales

The foundation of early modern literature. Chaucer as inheritor of late-antique and medieval conventions, and as founder of the later English literary tradition. Formalist, historicist, and feminist approaches. —E. Weinstock

3 points. *TuTh 1:10–2:25*

ENGL BC 3156

Major Works of Geoffrey Chaucer

A one-semester survey of the major works of Chaucer: dream visions, *Troilus and Criseyde*, and selected *Canterbury Tales*. Related medieval texts.

3 points. Not offered in 2003–04.

ENGL BC 3158x

Medieval Literature

Literatures of the British Isles and their continental connections, from late paganism to the close of the Catholic Middle Ages. Emphasis on issues of “identity,” (dis)embodiment, epistemology, and agents of transformation. —T.Szell

3 points. TuTh 1:10–2:25

ENGL BC 3159x–3160y

The English Colloquium

Major writers and literary works of the Renaissance and the Enlightenment examined in terms of leading ideas in those periods.

Required of majors in the junior year. Any student who wishes may substitute 3 courses, ENTH BC 3137, and ENGL 3141, 3163 or 3164 or ENTH BC 3136, 3165–3169; and 3173–3174 or 3179. This year 3140x:4 Renaissance Women Writers will also count as a substitution. At least one of these courses must cover material before 1660; at least one material after 1660 but before 1800 (i.e., Restoration or 18th Century). One of these will also count toward satisfying the “before 1900” requirement.

4 points.

1. Imitation and Creation

New ideas of the mind’s relation to the world. New perspectives, the emergence of new forms, experimentation with old forms, and the search for an appropriate style. —x: R. Hamilton; y: J. Basker

x: W 11:00–12:50; y: W 2:10–4:00

2. Skepticism and Affirmation

The development of modern concepts of subjectivity and authority. The rise of art and the artist. Humanism, Rationalism, and Empiricism. Ethics and evil. The exploration of limits and the limitless. —x: A. Prescott; y: R. Hamilton

x: W 2:10–4:00; y: Tu 2:10–4:00

3. Reason and Imagination

Humanism, reformation, and revolution: the possibilities of human knowledge; sources and strategies for secular and spiritual authority; the competing demands of idealism and experience. —C. Plotkin

x: Tu 4:10–6:00; y: W 4:10–6:00

ENGL BC 3163x, 3164y

Shakespeare

A critical and historical introduction to Shakespeare’s comedies, histories, tragedies, and romances. —P. Platt

3 points. x, y: MW 9:10–10:25

ENGL BC 3165

The Elizabethan Renaissance

Continuities, recoveries, and innovations in the age of Shakespeare, Sidney, and Spenser; love poetry, the New World, wit and humor, religious conflict.

3 points. Not offered in 2003–04.

ENGL BC 3166y

Seventeenth-Century Prose and Poetry

God, love, sex, and politics in the literature of the late English Renaissance. Works by Donne, Jonson, Wroth, Herbert, Herrick, Milton, Philips, Marvell, Bunyan, and Behn.

3 points. TuTh 5:40–6:55

ENGL BC 3167y**Milton**

Milton's career from his early poems and prose to *Paradise Lost* and beyond. Topics include poetic vocation, political controversy, sex and gender, and Biblical hermeneutics. —A. Prescott

3 points. TuTh 11:00–12:15

ENGL BC 3169y**Renaissance Drama: Kyd to Ford**

Major plays of the English Renaissance (excluding Shakespeare), with emphasis on Marlowe and Middleton. —P. Platt

3 points. MW 1:10–2:25

ENGL BC 3171x**The Novel and Psychoanalysis**

The 19th-century novel in the context of Romanticism, Realism, and Psychoanalysis, with readings in Freud and Lacan. Works by Austen, Emily Brontë, Balzac, Charlotte Brontë, Dickens, Hardy, Fontane, D.H. Lawrence.

3 points. Not offered in 2003–04.

ENGL BC 3173y**Eighteenth-Century Literature, 1660–1740**

Tradition and innovation in several forms, with emphasis on colonialism, travel writing, and imaginary geographies. Readings in Dryden, Behn, Defoe, Pope, Addison, Montagu, Swift, and Gay. —C. Yang

3 points. TuTh 10:35–11:50

ENGL BC 3174x**The Age of Johnson, 1740–1800**

The works of Johnson, Boswell, and their circle in historic context; rise of the novel (Richardson, Fielding, and Sterne); poets from Pope to Blake and Wordsworth; women writers from Carter and Collier to Wollstonecraft; working class writers; topics include slavery and abolition in literature, the transition to romanticism, and the democratization of culture.

3 points. Not offered in 2003–04.

See also CLEN W 4301x, *The Age of Johnson* M W 9:10–10:25. Undergraduates welcome.

ENGL BC 3176y**The Romantic Era**

Romantic writers in their intellectual, historical, and political context, with reference to contemporary movements in philosophy, music, and the plastic arts. Authors include Blake, Wordsworth, Coleridge, Byron, P.B. Shelley, and Keats. An emphasis on close reading of the poetry. —R. Hamilton

3 points. TuTh 10:35–11:50

ENGL V 3260**The Victorian Age in Literature**

The 19th century saw the birth of the social and psychological sciences, along with new representations of the self in everyday life. Works by Dickens, Eliot, Meredith, Darwin, Arnold, Mill, Ellis, and others.

3 points. Not offered in 2003–04.

ENGL BC 3178x**Victorian Poetry and Criticism**

Poetry, art, and aesthetics in an industrial society, with emphasis on the role of women as artists and objects. Poems by Tennyson, Arnold, Christina and D.G. Rossetti, Swinburne, and Elizabeth and Robert Browning; criticism by Ruskin, Arnold, and Wilde; paintings by the Pre-Raphaelites and Whistler; photographs by J.M. Cameron. —W. Sharpe

3 points. TuTh 11:00–12:15

ENGL BC 3179x

American Literature to 1800

The formation and development of American literary traditions. Writers include Bradford, Shepard, Cotton, Bradstreet, Taylor, Rowlandson, Edwards, Wheatley, Franklin, Woolman, Brown. —L. Gordis
3 points. MW 11:00–12:15

ENGL BC 3180y

American Literature, 1800–1870

The development of a national literature from the late Republican period through the Civil War. Writers include Irving, Emerson, Poe, Fuller, Thoreau, Douglass, Stowe, Jacobs, Whitman, Dickinson. —L. Gordis
3 points. MW 11:00–12:15

ENGL BC 3181x

American Literature, 1871–1945

American literature in the context of cultural and historical change. Writers include Twain, James, DuBois, Wharton, Cather, Wister, Fitzgerald, Faulkner, Hurston. —J. Kassanoff
3 points. TuTh 10:35–11:50

ENGL BC 3182y

American Fiction

American fiction from the 18th to the early 20th centuries. Writers include Rowson, Hawthorne, Melville, Alcott, Twain, James, Wharton, Faulkner, Wright. —J. Kassanoff
3 points. TuTh 10:35–11:50

ENGL BC 3183x

American Literature since 1945

American fiction, literary and cultural criticism since 1945, with special attention paid to interrogating the concept of “Americanness” both as a subject for fiction and as a category around which “canon” formation takes place. Authors include Bellow, Ellison, Nabokov, Capote, Didion, Pynchon, Morrison, Kingston, Alexie, Allison, and Roth. —M. Miller
3 points. TuTh 9:10–10:25

ENGL BC 3184x

House and Home in American Culture

An interdisciplinary approach to the images and discourses of American domestic space, from Thoreau’s *Walden* to postmodern suburbia. Sites include the plantation, the farm, the nomadic home, the tenement, the urban mansion, the tract house, and the apartment. Readings from Jacobs, Howells, Wharton, Petry, Roth, Cheever, and others. —J. Kassanoff
3 points. TuTh 2:40–3:55

ENGL BC 3185x

Modern British and American Poetry

The poetry of three decades, 1915–25, 1955–65, and 1991–2001. Poems by Yeats, Eliot, Williams, Millay, Larkin, O’Hara, Rich, Hughes, and others. —W. Sharpe
3 points. TuTh 9:10–10:25

ENGL BC 3186

Modern Drama

Modern drama in the context of historical and cultural developments such as Marxism, feminism, and psychoanalysis. Works by Ibsen, Chekhov, Pirandello, O’Neill, Genet, Pinter, Churchill, and others.
3 points. Not offered in 2003–04.

ENGL BC 3187x

American Writers and Their Foreign Counterparts

Developments in modern fiction as seen in selected 19th- and 20th-century American, European, and English works by Flaubert, Dostoevsky, James, Proust, Gide, Woolf, Faulkner, and others. —E. Dalton
3 points. MW 1:10–2:25

ENGL BC 3188y**The Modern Novel**

Works by Woolf, Joyce, Faulkner, Desani, Lawrence, Forster, West, and Barnes. —M. Vandenburg
3 points. TuTh 1:10–2:25

ENGL BC 3189**Postmodern Literature**

Writers since 1945, mostly English and American, and concepts of postmodern culture. Works by Beckett, Borges, Nabokov, Rhys, Barthelme, Pynchon, and others. —E. Dalton
3 points. Not offered in 2003–04.

ENGL BC 3190y**Global Literature in English**

The production of literary texts in English by a variety of peoples of different countries, races, and cultures; the encounter of Western and non-Western heritages; the clash of legacies and ideologies; mutual revisions and re-evaluations. —L. Mehta
3 points. TuTh 9:10–10:25.

ENGL BC 3191x, y**The English Conference: The Lucyle Hook Guest Lectureship**

Various topics presented by visiting scholars in courses that will meet for three or four weeks during each semester. Topics, instructors, and times will be announced by the department. Students must attend *all* classes to receive credit for this course. —Visiting faculty
1 point. To be taken only for P/D/F. Departmental registration required. See www.barnard.edu/english for details.

ENGL BC 3193x, y**Critical Writing**

Provides experience in the reading and analysis of literary texts and some knowledge of conspicuous works of literary criticism. Frequent short papers. Required of all majors before the end of the junior year. Sophomores are encouraged to take it in the spring term even before officially declaring their major. Transfer students should plan to take BC 3193 in the autumn term. —Staff
Registration in each section is limited. Departmental registration required.

4 points. x: Sec. 1 Tu 2:10–4:00; Sec. 2 M 2:10–4:00; Sec. 3 Th 4:10–6:00; Sec. 4 M 4:10–6:00
y: Sec. 1 Tu 12:10–2:00; Sec. 2 Tu 4:10–6:00; Sec. 3 Th 9:10–11:00; Sec. 4 Th 2:10–4:00;
Sec. 5 Th 4:10–6:00

ENGL BC 3194**Critical and Theoretical Perspectives on Literature**

3 points.

y: 1. A History of Criticism

What is literature? What does it *do*? What *should* it be and do? How does it function? Why is it beautiful? When is it sublime? On what basis can we make judgments about it? These questions form the matter of a conversation among philosophers, writers, thinkers, and, latterly, “critics” that has gone on for two-and-a-half millennia. Their responses both reflect and influence the literature contemporary with them. Readings from Classical, Renaissance, Baroque, neo-Classical, Romantic, post-Romantic, late 19th-century, and 20th-century authors to 1960, with attention to contemporaneous literature.

Not offered in 2003–04.

2. Literary Theory

A history of literary theory from the “grand theories” of the 19th century (Darwin, Marx, Freud, and Nietzsche) to modernism and postmodernism. Readings include Gramsci, Foucault, Bourdieu, Derrida, de Man, Barthes, Baudrillard, Butler.

Not offered in 2003–04.

3. Psychoanalytic Approaches to Literature

Literary expression in the light of psychoanalytic thought. Psychoanalytic writings by Freud, Jung, Melanie Klein, and Lacan; literary works may include texts by Shakespeare, Dostoevsky, Dickens, Kafka, Lawrence, Jean Rhys, and others.

Not offered in 2003–04.

See also CLEN W 4463y, Psychoanalysis and Literature —M. Jaanus Th 6:10–8:00

x: 4. Postmodern Texts and Theory

Literary and theoretical postmodern texts with guest artists, writers, and theoreticians. Our focus will be the revolutionary redefinition of image and word as we investigate visual/verbal perception and expression, pleasure, love, and the unconscious.

Not offered in 2003–04.

ENGL BC 3195x

Modernism

Modernist responses to cultural fragmentation and gender anxiety in the wake of psychoanalysis and world war. Works by Woolf, Joyce, Yeats, Eliot, Stein, Hemingway, H.D., Pound, Lawrence, Barnes, and other Anglo-American writers. —M. Vandenburg

3 points. TuTh 1:10–2:25

ENG BC 3196x

Home to Harlem: Literature of the Harlem Renaissance

Explores the cultural contexts and aesthetic debates surrounding the Harlem or New Negro literary renaissance, 1920–30s. Through fiction, poetry, essays, and artwork, topics considered include: modernism, primitivism, patronage, passing and the problematics of creating a “racial” art in/for a community comprised of differences in gender, class, sexuality, and geographical origin. —M. Miller

3 points. TuTh 2:40–3:55

ENRE BC 3810y

Literary Approaches to the Bible

Interpretive strategies for reading the Bible as a work with literary, historical, and social dimensions. Considerations of poetic and rhetorical structures, narrative techniques, and feminist exegesis will be included. Topics for investigation include the influence of the Bible on later literature, combined with the more formal disciplines of biblical studies. —P. Ellsberg

Prerequisite: Permission of department. Limited to 20.

4 points. M 11:00–12:50

ENGL BC 3996x, y

Special Project in Theatre or Writing

Senior majors who are concentrating in Theatre or Writing and have completed two courses in writing or three in theatre will normally take the *Special Project in Theatre or Writing* (3996x, y) in combination with an additional course in their special field. This counts in place of one of the Senior Seminars. In certain cases, *Independent Study* (BC 3999) may be substituted for the Special Project.

Permission of the instructor required.

1 point.

ENGL BC 3997x, 3998y

Senior Seminars: Studies in Literature

Required of all majors, these seminars are designed to broaden knowledge of periods, writers, works, genres, and theories through readings, discussion, oral reports, and at least one significant research paper.

Permission of the department required. Enrollment limited to Barnard seniors.

4 points.

ENGL BC 3997x**Senior Seminars: Studies in Literature****1. Violent Thought**

Violent thought from Reformation to Romanticism. How does thought reflect and respond to cultural violence? Pose this question and consider answers, reading literature, philosophy, theology, and law. Authors include Montaigne, Shakespeare, Descartes, Bacon, Locke, and Wordsworth. —R. Hamilton.

W 2:10–4:00.

2. Victorian and Modern Drama

Drama in transition. Changing social structures and dramatic structures at the turn of the century. The relationship between convention and invention in the plays of Shaw, Wilde, Pinero, Ibsen, Chekhov, Robins, and others. —P. Denison

M 11:00–12:50

3. Body and Language

Interpretations of the female body and feminine sexuality in relation to issues of pleasure, love, death, and the unconscious in various postmodern literary and (mainly Lacanian) theoretical texts. —M. Jaanus

Tu 2:10–4:00

4. Nineteenth-Century American Women Writers

In 1885, Nathaniel Hawthorne complained to his publisher that America was “wholly given over to a d—d mob of scribbling women.” Consideration of the literary productions of some of these women, with special attention to works that consider the status of women, the challenges facing women artists, and the position of women in the literary marketplace. Authors include Rowson, Fuller, Stowe, Stoddard, Alcott, Phelps, Dickinson, and Freeman. —L. Gordis

M 2:10–4:00

5. Postcolonial Literature

Examines the dilemma of postcoloniality and the resultant identity questions that are raised. The focus will be on the literature of Africa, the Caribbean, and Canada. Writers include J.M. Coetzee, V.S. Naipaul, and Michael Ondaatje. —C. Phillips

Tu 11:00–12:50

6. Gender and Politics in the Medieval Romance

An interdisciplinary exploration of the romance genre and the romance heroine (the adulterous queen, the lord's daughter, the ravishing maiden) in the context of major social and political developments of the 11th century (e.g., the rise of feudalism, changes in marriage and inheritance practices, and conflicts between the Church and secular authorities). Readings include works by Chrétien de Troyes, Bérout, Marie de France, Chaucer, and others; also some readings in anthropology, social and cultural history, and literary criticism. —E. Weinstock

Th 2:10–4:00

ENGL BC 3998y**Senior Seminars: Studies in Literature****1. Text and Context: The Legend of Troilus and Cressida**

The metamorphoses of the myth (in terms of sexual politics, courtship, identity, and gender) from classical to medieval continental and English accounts, closing with Shakespeare's cognominal play in light of literary, historicist, political, and cultural approaches. —T. Szell

Tu 11:00–12:50

2. The City in Literature

How 20th-century New Yorkers have created a self-consciously modern and ethnic brand of American culture. Emphasis on the literary and artistic representation of assimilation, alienation, race, and cultural difference amid the city. Works by Wharton, James, Yeziarska, Hurston, Hughes, DiDonato, and others. —W. Sharpe

Th 11:00–12:50

3. Black Stereotype and Racial Performance: Negotiations of Identity and Difference

Exploration of the relationship between stereotypical images of African Americans and their constant rewriting and revision in American literary and visual culture. Topics addressed: blackface minstrelsy, tricksters, passing, standards of beauty, Hollywood, and the art market. Authors include Brown, Stowe, Melville, Twain, Chesnutt, Larsen, C. Johnson, Ellison, and Morrison. Artwork, films, and performance pieces. —M. Miller

Th 6:10–8:00

4. The Family in Turn-of-the-Century American Fiction

An inter-disciplinary examination of changing cultural dynamics of the American family. Considers issues such as the family and the market, immigration, “race,” reproductive politics, and nativism. Authors include James, Wharton, Crane, Hopkins, Gilman, Cather, and Faulkner. —J. Kassanoff

W 11:00–12:50

5. Film: The Man in the Crowd/The Woman of the Streets

An exploration of 19th- and early 20th-century formulations of the masses, the public, the people, the social nebulae, and the individual as conceived in relation to them in novels, stories, and films. Readings include works by Dickens, Gissing, Poe, Sinclair Lewis, Dos Passos, Nathanael West; films by Vidor, Chaplin, Capra, and others; and some readings in early sociology on mass psychology, conformity, and theories of the crowd. —M. Spiegel

Th 4:10–6:00

6. Late Shakespeare: Visions and Revisions

Shakespeare’s last plays as both experimental and revisionary. Topics will include aesthetics, philosophy, politics, sexuality, and gender, as well as 20th-century criticism’s reconstruction of these final plays. Probable texts: *Measure for Measure*, *Othello*, *King Lear*, *Antony and Cleopatra*, *The Winter’s Tale*, and *The Tempest*. —P. Platt

Tu 2:10–4:00

ENGL BC 3999x, y

Independent Study

Senior majors who wish to substitute Independent Study for one of the two required Senior Seminars should consult the department representative. Permission is given only to students who present a clear and well-defined topic of study, who have a department sponsor, and who submit their proposals well in advance of the semester in which they will register.

Permission of the instructor and of the department representative required.

4 points.

ENVIRONMENTAL BIOLOGY

1203 Altschul Hall

854-2437

Advisers: Paul E. Hertz (Biological Sciences), Stephanie Pfirman (Environmental Science)

The program in Environmental Biology is jointly administered by the departments of Biology and Environmental Science, and students should maintain contact with the advisers in both departments. A major in Environmental Biology provides a strong background for students interested in the intersection of Biology and Environmental Science. The major is suitable for students who intend to pursue a research career in conservation biology, ecology, or environmental biology as well as for students interested in environmental law or policy. Students who elect the Environmental Biology major will enroll in introductory and advanced courses in Biology and Environmental Science and related fields. All Environmental Biology majors complete a senior essay.

Students may substitute courses taught at Columbia (in the Departments of Biology, E3B, Earth and Environmental Sciences, or Statistics) or at other institutions with the prior approval of both major advisers. Students interested in Environmental Biology often choose to spend a semester abroad in the field. Courses completed in such programs may be accepted in fulfillment of some major requirements.

Students may also pursue an interdisciplinary program by electing a major in either Biology or Environmental Science and a minor in the other discipline, or by planning a double major. **There is no minor in Environmental Biology.**

REQUIREMENTS FOR THE MAJOR

1. Introductory Biology, Chemistry, and Environmental Science with laboratory:
BIOL BC 2001, 2002, 2003, 2004 *Introductory Biology*
EESC V 2100 and 2200 *Introductory Env Science*
CHEM BC 1601 and either 1602 or 3328 and 3230 *General/Organic Chemistry*
2. One lecture course in Ecology:
BIOL BC 3370 *General Ecology*
or BC 3372 *Population/Community Ecology*
3. One laboratory course in Ecology:
BIOL BC 3373 *Laboratory in Ecology*
4. One lecture course organismal biology chosen from the following:
BIOL BC 3240 *Plant Biology*
or BC 3250 *Invertebrate Zoology*
or BC 3260 *Vertebrate Zoology*
or BC 3320 *Microbiology*
5. One additional lecture course in Biology (*not* including those listed above under organismal biology).
6. One course in methodology:
EESC BC 3014 *Field Methods*
or BC 3016 *Environmental Measurements*
or BC 3025 *Hydrology*
7. One additional lecture course in Environmental Science.

8. One course in data handling:

BIOL BC 3386	<i>Biometry</i>
or EESC BC 3017	<i>Environmental Data Analysis</i>

9. A senior essay completed in one of the following courses:

BIOL BC 3590	<i>Senior Seminar</i>
or BC 3591/3595	<i>Guided Research</i>
or EESC BC 3801x and 3801y	<i>Senior Research Seminar</i>
or EESC BC 3997y and 3998x	<i>Guided Research (for February graduates)</i>

Note: Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.

ENVIRONMENTAL SCIENCE

404 Altschul Hall

854-5618

www.barnard.edu/envsci

Professor: Stephanie Pfirman¹ (Chair, Spring)

Associate Professor: Martin Stute (Chair, Autumn)

Assistant Professor: Elizabeth Kujawinski

Senior Lecturer: Peter Bower

Laboratory Directors: Joseph Liddicoat, Diane Dittrick

Adjunct Professors: Lynn Sykes, Klaus Jacob, Cynthia Rosenzweig, Yochanan Kushnir

¹Absent on leave Autumn term.

Environmental Science provides a scientific basis for management of earth systems. It focuses on the interaction between human activities, resources, and the environment. As human population grows and technology advances, pressures on earth’s natural systems are becoming increasingly intense and complex. Environmental Science is an exciting field where science is used to best serve society. The department offers two majors, Environmental Science and Environmental Policy. A third major, Environmental Biology, is offered in conjunction with the Department of Biological Sciences.

The curriculum recognizes the need for well-trained scientists to cope with balancing human requirements and environmental conservation. Majors acquire an understanding of earth systems by taking courses in the natural sciences, as well as courses investigating environmental stress. Students learn to critically evaluate the diverse information necessary for sound environmental analysis. Courses foster an interdisciplinary approach to environmental problem-solving.

Internships or some type of work or field experience are extremely valuable in preparing students for a career in Environmental Science. An internship is particularly valuable in the summer before the senior year because it may lay the foundation for the senior thesis.

Students wishing to go on to graduate school or careers in earth science and the physical sciences should take at least two semesters each of calculus, physics, and chemistry. Those interested in graduate school or careers in biological/chemical fields are recommended to take calculus as well as upper-level courses in biology and chemistry, and may wish to consider enrolling in an Environmental Biology major or minors in these fields. Students interested in pursuing further work in environmental policy, economics, environmental law, journalism, or teaching may consider majoring in Environmental Policy or pursuing a double major, a special major, or a major/minor combination in relevant fields.

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR

Part A. The following 4 courses with labs:

EESC	V 2100	Earth’s Environmental Systems: Climate
EESC	V 2200	Earth’s Environmental Systems: Solid Earth
CHEM	BC 1601	General Chemistry I
BIOL	BC 2002	Physiology, Ecology, and Evolutionary Biology
BIOL	BC 2003	Biodiversity Laboratory

Part B. Two other courses in chemistry, physics, and/or biology (see department web site for a list of approved courses).

- Part C. Two courses in calculus, statistics, data analysis, and/or microeconomics (see department web site for a list of approved courses).
- Part D. Four courses in environmental science and decision-making (see department web site for a list of approved courses).
- Part E. A senior thesis completed by the following course sequences:
 EESC BC 3800x-3801y Senior Research Seminar
 EESC BC 3997y, 3998x Guided Research (for February graduates)

REQUIREMENTS FOR THE MINOR

Students wishing to minor in Environmental Science should have a plan approved by the Environmental Science Department chair. Five courses are required, including 2 laboratory science courses (such as EESC BC 1001, BC 1002, V 2100, V 2200, V 2300) and 3 electives that form a coherent program in conjunction with the student’s major field. In some cases, courses in other sciences can be substituted with approval of the chair.

ENVIRONMENTAL POLICY

Advisers: Stephanie Pfirman (Environmental Science Department), Richard Pious (Political Science), Rajiv Sethi (Economics), Paige West (Anthropology)

Environmental Policy is a growing field at the intersection of science and society. Environmental Policy focuses on political institutions, societal processes, and individual choices that lead to environmental stress, as well as the impact of environmental stress on institutions, processes, and individuals, and the development of approaches to reduce environmental impact.

The new Environmental Policy major is designed to equip students to play effective roles as citizens or career professionals who can actively engage in environmental decision-making and policy. Majors learn to analyze and evaluate environmental, political, and economic systems and public policies in the context of environmental concerns. The major begins with foundations in the natural sciences, social sciences, and quantitative analysis, followed by upper level electives in both the natural and social sciences. Student research at the junior level is required in Political Science or Anthropology, and at the senior level in Environmental Science. Many exciting opportunities for student research exist on this campus and in the greater metropolitan community. Majors have their primary affiliation with the Environmental Science Department (Stephanie Pfirman) and a second advisor chosen from Political Science (Dick Pious), Economics (Rajiv Sethi), or Anthropology (Paige West).

Environmental Policy graduates go on to a variety of careers, including national and international environmental policy, law, economics, journalism, business, public administration, government agencies, corporations, multilateral institutions, nongovernmental organizations, academia, and consulting firms. **There is no minor in Environmental Policy.**

REQUIREMENTS FOR THE ENVIRONMENTAL POLICY MAJOR

1. **Natural Science Foundation:**
 - EESC V 2100 Earth’s Environmental Systems: Climate with lab
 - CHEM BC 1600 General Chemistry I with lab
 - BIOL BC 2002 Physiology, Ecology, and Evolutionary Biology
 - with BIOL BC 2003 Biodiversity Laboratory
 - and either BIOL W 2002, EESC V 2300, or EESC BP 3150
2. **Second semester of one of the three natural science foundation courses, Biology,**

Chemistry, or Environmental Science (see department web site for a list of approved classes).

3. Quantitative Assessment:

EESC BC 3017 Data Analysis
and either EESC BC 3016, EAEE E 4009, or EESC W 4050

4. Decision-making Foundation:

ECON BC 2035 Microeconomic Policy Analysis
POLS V 1601 International Politics
ANTH V 3004 Introduction to Environmental Anthropology
or ANTH V 1010 Human Species—Place in Nature

5. Natural Science Elective in an upper level course in natural science (see department web site for a list of approved classes).

6. Social Science Elective in an upper level course in social science (see department web site for a list of approved classes).

7. Junior research colloquium or other research experience in the social sciences or psychology (building on Decision-making Foundation and Social Science Elective) selected from the following:

ANTH W 4022 Political Ecology
or POLS BC 3331 Colloquium on American Political Decision-making
or POLS BC 3800 Colloquium on International Political Economy
or POLS BC 3805 International Organizations

8. Senior Thesis

EESC BC 3800 Senior Research Seminar (fall)
EESC BC 3801 Senior Research Seminar (spring)

COURSES OF INSTRUCTION

For a complete, updated list of courses, consult the department or check the departmental web site at the beginning of the semester.

EESC BC 1001x, 1002y

Environmental Science I, II

Autumn Term: An interdisciplinary, integrated study of groundwater, radionuclides, toxics, and human health in the context of a semester-long, detailed exploration of a simulated brownfield and local community. Includes a reading of Jonathan Harr's *A Civil Action* and Rachel Carson's *Silent Spring*. **Spring Term:** Basic principles of ecology, the structure and function of ecosystems, energy flow, and nutrient cycling. Special emphasis on global warming, the ozone layer, population growth and control, nuclear weapons, and nuclear power. Includes a reading of John Hersey's *Hiroshima* and Farley Mowat's *Never Cry Wolf*. —P. Bower

Prerequisites: Enrollment limited. BC 1001 required for BC 1002. Students must sign up for BC 1001 in 404 Altschul during the program-planning period of the previous spring. BC 1002y does not count toward major. Laboratory fee: \$30.

4.5 points. Lecture: MW 11:00–12:15. Laboratory: One session of 3 hours per week.

EESC V 2100x, y

Earth's Environmental Systems: Climate

Formation of winds, storms, and ocean currents. Recent influence of human activity: global warming, water pollution. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —S. Pfirman, J. Hays

Prerequisites: High school algebra. Recommended preparation: High school chemistry and physics. Enrollment limited.

4.5 points. Lecture: MW 11:00–12:15. Laboratory: One session of 3 hours per week.

EESC V 2200x

Earth's Environmental Systems: Solid Earth

Plate tectonics: Origin and development of continents, ocean basins, mountain systems on land and sea. Earthquakes, landslides, volcanoes, diamonds, oil. Land-use planning for resource development and conservation. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —W. Menke, K. Kastens, W. Ryan

Prerequisite: EESC V 2100, Earth Semester at Biosphere 2, or facility with computers. Enrollment limited.

4.5 points. Lecture: MW 2:40–3:55 Laboratory: One session of 3 hours per week.

EESC V 2300y

Earth's Environmental Systems: The Life System

Role of life in biogeochemical cycles, relationship of biodiversity and evolution to the physical earth, vulnerability of ecosystems to environmental change: causes and effects of extinctions through geologic time (dinosaurs and mammoths) and today. Exploration of topics through laboratories, demonstrations, computer data analysis, modeling, and field trips. —P. Olsen, K. Griffen

Enrollment limited.

4.5 points. Lecture: MW 2:40–3:55. Laboratory: One session of 3 hours per week.

EESC BC 3013y

Shorelines

An interdisciplinary study of shoreline processes and the larger ecosystems of which they are a part. Shorelines is a problem-oriented, field-methods course providing hands-on experience with tools and observational methods in a variety of outdoor environments. Involves sampling and identification techniques for rocks and minerals, fossils, water, soil, flora, and fauna, the creation of a field collection. —P. Bower

Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.

3 points.

EESC BC 3014x

Field Methods in Environmental Science

Problem-oriented, hands-on approach emphasizing the tools, techniques, and observational skills necessary for the understanding of forest ecology and deer management. These tools and techniques require field and laboratory work as well as data analysis and interpretation. Field Methods utilizes the outdoor resources of the Hudson River Valley, especially the forest environment at Black Rock Forest, a 4,000-acre preserve near Cornwall, N.Y. —P. Bower

Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.

3 points.

EESC BC 3016x

Environmental Measurements

Methods used in analysis of environmental samples for monitoring and research purposes. Standard and advanced techniques of air, water, sediment, and soil analysis, including spectrometric and chromatographic methods. —E. Kujawinski

Prerequisites: CHEM BC 1601 or the equivalent and permission of the instructor. Enrollment limited.

3 points. Lab fee \$30. Not offered in 2003–04.

EESC BC 3017

Environmental Data Analysis

Analysis, interpretation, and presentation of environmental data. Acquisition and processing of environmental information, assessment of spatial and temporal variability, use of standard software for data reduction, analysis, and presentation. —M. Stute

Prerequisite: One year of college science or EESC V 2100 or permission of the instructor.

3 points.

EESC BC 3019**Energy Resources**

Energy sources, present and future demand, national and international resources. Environmental and policy implications of energy production and use. Present and potential use of fossil fuels (coal, oil, natural gas), nuclear fission, fusion, biomass, hydropower; wind, solar, and geothermal energy. —P. Bower

Prerequisites: One year of college science or permission of the instructor. Alternate years.

3 points.

EESC BC 3021x**Forests and Environmental Change**

Exploration of forests in global change: historical and future perspectives. Resources, including biodiversity, medicinal/ethnobotany; conservation and management strategies; role in carbon cycle.

—Instructor TBA

Prerequisites: One year of college science or permission of the instructor. Alternate years.

4 points. Not offered in 2003–04.

EESC BC 3023x**The Hudson River Environment**

An integrated examination of the relationship between system function and human habitation for one of the great rivers of the world. Geologic origins, watershed development, estuarine dynamics, habitats, fisheries, industrialization, and transformation of the landscape. Special topics include:

PCBs and radionuclides, heavy metals, the Storm King controversy. —P. Bower

Prerequisites: One year of college science or permission of the instructor. Alternate years.

3 points.

EESC BC 3024x**Oceanography**

Ocean circulation, waves, tides, structure and function of coastal seas, deltas, estuaries, wetlands, beaches, marine sediments. Local and international concerns about ocean pollution. Chemical and biological oceanography, nutrients. Influences of sea level change and storms on coastal zone management. —E. Kujawinski

Prerequisites: One year of college science or permission of the instructor. Alternate years.

3 points. Not offered in 2003–04.

EESC BC 3025y**Hydrology**

Hands-on study and discussion of the basic physical principles of the water cycle (evaporation, condensation, precipitation, runoff, and subsurface flow), as well as environmentally relevant applications based on case studies. Special focus on the New York City area, the arid Southwest, and the developing world. Coverage of contemporary global issues related to water resources, including pollution control, sustainable development, and climate change. —M. Stute

Prerequisites: EESC V 2100, physics, or permission of the instructor. Includes two one-day field trips.

Alternate years.

3 points. Not offered in 2003–04.

EESC BC3032y**Agricultural and Urban Land Use: Human-Environment Interactions**

Human transformation of the terrestrial environment since Paleolithic times. Physical process involved in human-environment interactions. Guidelines for sustainable development using present and past examples of environmental use and abuse. —C. Rosenzweig

Prerequisites: One year of college science or permission of the instructor. Alternate years.

4 points. Not offered in 2003–04.

EESC BC 3033y
Waste Management

Cradle-to-grave analysis of product and waste streams. Municipal solid waste, landfills, incineration, and recycling. Hazardous waste, sewage waste and sewage treatment, nuclear fuel cycle and nuclear wastes. Waste management solutions, public health, and environmental law. —P. Bower
Alternate years.

3 points. *Not offered in 2003–04.*

EESC BC 3035y
Environmental Hazards and Disasters

Understanding the complex interactions between nature and societies during disasters. Prediction and avoidance of catastrophic events that originate in natural and technologic systems. Response strategies to minimize damage before, during, and after events such as floods, hurricanes, and nuclear breakdowns by primary institutions and organizations on a national (U.S.) and international scale. Analysis of societal, economic, and engineered relief projects. —L. Sykes, K. Jacob

3 points.

EESC BC 3040y
Environmental Law, Policy, and Decision-making

Process-oriented introduction to the law and its use in environmental policy and decision-making. Origins and structure of the U.S. legal system. Emphasis on litigation process and specific cases that elucidate the common law and toxic torts, environmental administrative law, and environmental regulation through application and testing of statutory law in the courts. Emphasis also on the development of legal literacy, research skills, and writing. —P. Bower

3 points. *MW 1:10–2:25*

EESC BC 3200x
Ecotoxicology

The study of anthropogenic contaminants within our natural environment and their subsequent effects on biological organisms. Effects to be examined: the molecular scale (biochemical pathways of metabolism and detoxification), the organismal scale (target organs, behavioral effects), and the ecosystem scale (species viability). Other topics: toxicity assays and beginning risk assessment. —E. Kujawinski

Prerequisites: CHEM BC1601x, BIOL BC 2002x, or permission of the instructor.

3 points.

EESC BC 3800x, 3801y
Senior Research Seminar

Guided, independent, in-depth research culminating in the senior thesis in the spring. Weekly seminar to review work in progress and share results through oral and written reports. —Staff
Senior majors (juniors with permission of the instructor). Provides credit for the senior thesis.

3 points.

EESC BC 3997y, 3998x
Guided Research

Generally used in the Autumn to prepare for EESC BC 3800y, or substituted for EESC BC 3800y in the case of February graduates. Guided, independent in-depth research culminating in the senior thesis in Autumn term. —Staff

Variable points.

EESC BC 3999x, y
Independent Study

Advanced projects for students who have adequate backgrounds to work independently with guidance from a member of the faculty. —Staff

Permission of the chair required. Does not provide major credit. Variable points to a maximum of 6.

There are courses offered by other departments at Barnard and Columbia that are of special interest to students of Environmental Science. Students should consult the Barnard Environmental Science Department, the departmental web site, and check the Columbia Bulletin for more information.

FIRST-YEAR SEMINAR

330 Milbank Hall

854-8756

This program is supervised by the First-Year Seminar Committee:

Professor of Classics: Helene Foley

Professor of English: James Basker

Professor of Political Science: Dennis Dalton

Professors of History: Rosalind N. Rosenberg, Herbert Sloan (Director)

Senior Lecturers in English: Patricia Denison, Margaret Vandenburg

Instruction in the First-Year Seminar Program is provided by the following regular members of the Barnard College faculty:

Professors: Mark Carnes (History), Dennis Dalton (Political Science), Sandra Genter (Dance), Natalie B. Kampen (Women's Studies), Alfred Mac Adam (Spanish), Keith Moxey (Art History), Catherine Nepomnyashchy (Slavic), Richard Pious (Political Science), Jeanne Poindexter (Biology), Jonathan Rieder (Sociology), Rosalind Rosenberg (History), Herbert Sloan (History), Marcia Welles (Spanish)

Associate Professors: Taylor Carman (Philosophy), Erk Grimm (German), Larry Heuer (Psychology), Joel Kaye (History), Rachel McDermott (Asian and Middle Eastern Cultures), Rajiv Sethi (Economics), Lesley Sharp (Anthropology)

Assistant Professors: Linda Beck (Political Science), Alan Dye (Economics), David Goldfarb (Slavic), Ross Hamilton (English), Jennie Kassanoff (English), Kristina Milnor (Classics), Lorraine Minnite (Political Science), Barbara Woike (Psychology), Nancy Worman (Classics)

Lecturers and Other Faculty: Mary Cregan (English), Patricia Denison (English), Celia Deutsch (Religion), Margaret Ellsberg (English), Mara Kashper (Slavic), John Pagano (English), Nancy Kline Piore (English), Agueda Rayo (Spanish), Flora Schiminovich (Spanish), Patricia Stokes (Psychology), Timea Szell (English), Margaret Vandenburg (English)

Purpose and Structure

Every Barnard first-year student is required to take a First-Year Seminar during her first or second semester at Barnard. The purposes of the First-Year Seminars are threefold:

1. To develop further the essential and prerequisite skills a student brings to Barnard in the critical reading and analysis of important texts, in effective speaking, and in writing well—this last especially.
2. To develop these skills within an intellectually challenging context where students and teacher alike, through a close examination of important and relevant texts, engage in an extended consideration of a theme central to human concerns and which goes beyond departmental boundaries.
3. To develop these skills and encounter this intellectual challenge in a small-class setting with instruction by a regular member of the Barnard faculty who has chosen to participate in the program. As such, First-Year Seminars should provide entering Barnard students with an early sense of community.

Accordingly, all First-Year Seminars share a common structure:

- Each will meet twice a week in regularly scheduled class periods and earn 3 points.
- Each will have an enrollment of approximately 16 to 18 students.

- Reading assignments will consist of a maximum of six book-length assignments or their equivalent (about 2,000 pages).
- Writing assignments will consist of a minimum of an assignment every other week. These assignments will vary in character (e.g., an assigned topic; a selected topic; reworking a previous assignment; editing the work of others) and length.
- The regular grading practices of the College will be followed. Upon completion of the course, students will have an opportunity to evaluate their First-Year Seminar and to offer suggestions as to how it might be improved in subsequent offerings.

COURSES OF INSTRUCTION

The First-Year Seminar Program consists of approximately thirty-six seminars, organized into six clusters:

- I. Literary Reflections on the Human Condition
- II. The Individual and the Social Order
- III. Women in Literature and Culture
- IV. Cross-Cultural Encounters
- V. Reacting to the Past
- VI. Perspectives on Tradition

These clusters identify thematic concerns or textual emphases common to more than one seminar, while reflecting varying levels of faculty collaboration that went into the development of the individual seminars. They are also intended to facilitate the process by which a student selects her seminar. (Procedures for selecting First-Year Seminars are described in the First-Year registration materials.)

What follows is a representative sample of seminars typically offered in one academic year.

I. Literary Reflections on the Human Condition

These seminars focus on an enduring theme or genre through a close reading of texts drawn from the sweep of ancient and modern literature.

FYSB BC 1137

The Summons to Adventure

Encounter with the marvelous and otherworldly as a call to adventure. The individual's quest for spiritual fulfillment, for recognition of and relationship to the agencies that shape human destiny. Transformations of romance and its re-emergence in modern fantasy. Readings include: *The Bacchae*; *Sir Gawain & the Green Knight*; *Hamlet*; romantic poetry; *Frankenstein*; *Alice in Wonderland*; *Their Eyes Were Watching God*; *The Woman Warrior*; Tolkien; Le Guin; García Marquez. —J. Pagano, English

FYSB BC 1150

On the Origin of Human Nature

Views of the origin of humankind as a consequence of natural processes that are not unique to humanity. Reading and discussion will examine the view of our species that has arisen from scientific observation, interpretation, and inspiration since 1859. Implications of this view for our place among all forms of life on earth will be considered. Readings will include selections from C. Darwin, E.O. Wilson, L. Thomas, and F. Jacob, among others. —J.S. Poindexter, Biology

FYSB BC 1154

Death

What is death? This question, which is the historical root of many current questions in the humanities, can only be answered by first asking what are life, consciousness, experience, Being, identity, and the relation between mind and body. This course considers ways of answering these questions in philosophical works by Plato, Aristotle, Descartes, Daniel Dennett, and Jane Gallop; literary texts including *The Epic of Gilgamesh*, poems from the elegiac tradition, and works by Tolstoy, Thomas Mann, Carlos Fuentes, and Samuel R. Delaney; the photo-texts of Jo Spence; and a film by Derek Jarman. —D. Goldfarb, Slavic

FYSB BC 1156**Reinventing Literary History**

Investigates key intellectual moments in literary history, and explores revisionist responses to the constraints of canonicity. A lecture series featuring distinguished professors will provide a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the theatre will situate the works in an interdisciplinary context available only in New York City. Works include Euripides, *The Bacchae*; the Homeric *Hymn to Demeter*; Homer, *Odyssey*; Vergil, *Aeneid*; Dante, *Inferno*; Chaucer, *The Canterbury Tales*; Margery Kempe, *The Book of Margery Kempe*; Shakespeare (selection depends on current theatre offerings); Madame de Lafayette, *La Princesse de Clèves*. —P. Denison, Theatre

FYSB BC 1164**Women and Culture I**

Literary history often portrays women as victims, confining their power to the islands of classical witches and the attics of Romantic madwomen. Explores a more diversified range of intellectual and experiential possibilities. The curriculum challenges traditional dichotomies—culture/nature, logos/pathos, mind/body—that cast gender as an essential attribute rather than a cultural construction. Readings include: Aeschylus, *Oresteia*; the Homeric *Hymn to Demeter*; Ovid, *Metamorphoses*; Marie de France, *Lais*; Chaucer, *The Canterbury Tales*; Sor Juana Inés de la Cruz, selected poetry; Shakespeare, *Cymbeline*; Aphra Behn, *Oroonoko*; and Lady Hyegyong, *The Memoirs of Lady Hyegyong*. —N. Kline Piore, English

II. The Individual and the Social Order

These seminars focus on the tensions between the claims of the individual to autonomy and the demands placed upon the individual by society.

FYSB BC 1228**Ethnicity and Social Transformation**

An examination of how Americans have imagined social hierarchies and ethnic identities, from the WASP-dominated society of the 1890s to the strong emergence of other ethnic groups in the 20th century. Authors include: F. Scott Fitzgerald, E.L. Doctorow, Bernard Malamud, Langston Hughes, Alice Walker, Faye Ng. —M. Ellsberg, English

FYSB BC 1230**The Art of the Museum**

An analysis of the social, political, and aesthetic role of the museum in contemporary culture. The unique resources of New York City will be used to familiarize us with the organization and operation of a variety of different museums. What social needs does the museum espouse and promote? What is the educational significance of the museum as preserver of the past? According to what principles are works of art acquired? How are exhibitions conceived? What objects are chosen and how are they displayed to the public? —K. Moxey, Art History

FYSB BC 1234**Justice and the Environment**

Modern society is characterized by both material abundance and potentially hazardous industrial pollution. Is the distribution of exposure to pollution equitable? How does the law deal with situations in which one party exposes another to an environment hazard? What is a just way of dealing with such exposure? Readings include *A Civil Action* by Harr, *A Theory of Justice* by Rawls, and articles by contemporary legal scholars such as Vicki Been. —R. Sethi, Economics

FYSB BC 1235**Detective Fiction**

Exploration of the evolution of detective fiction from Sophocles' *Oedipus Rex* to the present. Special attention to issues of gender, identity, and cultural difference. Readings include works by Dickens, Poe, Dostoevsky, Doyle, Christie, Sayers, and Tey. —C. Nepomnyashchy, Slavic

FYSB BC 1243**Slavery to Wages: Labor, Coercion, and Freedom**

Throughout history, societies have been innovative in how they have induced people to work, ranging from highly coercive systems—slavery and serfdom—to those based on individual liberties and free labor. Focusing on important texts of philosophy and social history, as well as contemporary writings in economics and literature, explores how the issue of free vs. coerced labor has descended to us in modern society. Readings from John Locke, Adam Smith, E. P. Thompson, Maurice Lemoine, and Thomas Holt, among others. —A. Dye, Economics

FYSB BC 1257**Urban Myths**

Examines how myth as a fundamental generative force in history can be used to understand the recurring stories told about the modern American city. The rich social, cultural, and political history of New York City forms the backdrop for an investigation of how the city has been imagined and reimagined by novelists and artists, journalists, essayists, and scholars over the last 200 years. Texts will be evaluated for how they incorporate, expand, or challenge foundational myths as expressed through the following themes: “corruption and crime in sin city”; “migration, home, and the urban frontier”; “otherness”; “alienation and community”; “the urban crisis”; and “democratic vistas.” Readings include works by Thomas Jefferson, Walt Whitman, Jane Addams, Anzia Yezierska, Saul Bellow, Ann Petry, and Jane Jacobs. —L. Minnite, Political Science

FYSB BC 1434**The Person in Literature and Life**

Examines different authors’ conceptions of the internal and social forces that shape an individual’s unique personality. Discussions focus on the adaptiveness of particular personalities within the context of their social environments. Readings include: Alice Walker, *The Color Purple*; Amy Tan, *The Joy Luck Club*; Barbara Kingsolver, *The Bean Trees*; Sigmund Freud, *Dora*; Gustave Flaubert, *Madame Bovary*; Tennessee Williams, *A Streetcar Named Desire*. —B. Woike, Psychology

III. Women in Literature and Culture

These seminars explore the ways in which women and women’s experience have been constructed and imagined in literature and culture. Among the themes considered: destiny and desire; sexuality and the body; rites of passage; myth; modes of rebellion; possibilities of and limits on women’s lives; knowledge, freedom, and duty; alternative visions and strategies; sacrifice; courtship; marriage; motherhood; relationships; “adultery”; and work. Readings draw from major works of Western and non-Western literature in the critical context of contemporary scholarship; attention to historical context wherever possible. Each seminar uses some readings from the following core list: Homer, *The Odyssey*; Sophocles, *Antigone*; Homer, *Hymn to Demeter*; Christine de Pizan, *The City of Ladies*; William Shakespeare, *As You Like It*; Virginia Woolf, *A Room of One’s Own*; Maxine Hong Kingston, *The Woman Warrior*; novels by Jane Austen, Charlotte Brontë, Emily Brontë, Bessie Head, Toni Morrison, and Zora Neale Hurston; lyric poetry by women; literature by female mystics; selected critical essays. Each semester the seminars in this cluster will share some texts and events (e.g., viewing of a film, discussion, guest speaker).

FYSB BC 1312**Women in Literature and Culture**

Special texts: Isabel Allende, *The House of the Spirits*; Toni Morrison, *Beloved*; Sor Juana Inés de la Cruz, *Reply to Sor Filotea*; Julia Alvarez, *How the Garcia Girls Lost Their Accents*; and selections from Latin American women poets. —A. Rayo, Spanish

FYSB BC 1313**Women in Literature and Culture**

Special texts: Morrison, *Beloved*; Yezierska, *Bread Givers*; Anaya, *Bless Me, Ultima*; Alvarez, *How the Garcia Girls Lost Their Accents*. —C. Deutsch, Religion

FYSB BC 1321**Women in Literature and Culture**

Special texts: Brontë, *Wuthering Heights*; Hurston, *Their Eyes Were Watching God*; Olsen, *Tell Me A Riddle*; Stein, *Three Lives*; Woolf, *To the Lighthouse*. —M. Vandenburg, English

FYSB BC 1323**Women in Literature and Culture**

Special texts: Genesis; Milton, *Paradise Lost*; Austen, *Emma*; Eliot, *The Mill on the Floss*; Woolf, *The Voyage Out*. —M. Cregan, English

IV. Cross-Cultural Encounters

These seminars consider imaginative and analytic efforts by one culture to comprehend aspects of another culture, and explore these encounters as conscious instances of such efforts.

FYSB BC 1431**Modernism and the City**

Examines how the the urban environment has influenced major novelists of the 1920s and 1930s and how their perception of the modern metropolis was shaped by class, gender, race and ethnicity. Focus on social issues and aesthetic aspects of modernism, including fiction and reportage, avant-garde writings and the popular detective novel. Readings include Sinclair Lewis, *The Job*; Kafka, *Amerika*; Orwell, *Down and Out in Paris and London*; Woolf, *Mrs. Dalloway*; Thurman, *The Blacker the Berry*; Chandler, *The Big Sleep*. —E. Grimm, German

FYSB BC 1444**The Healer's Art**

A cross-cultural investigation of the lives of healers in diverse settings. Texts concern the joys and trials of doctoring in the West, non-Western forms of healing, and patients' experiences with illness and suffering. Readings will include fictional accounts and personal narratives of such philosopher-physicians and undertakers as O. Sacks and T. Lynch, as well as anthropological investigations conducted within and outside the United States. —L. Sharp, Anthropology

FYSB BC 1524**Images of the Body: Race, Class, and Gender in the Arts**

An investigation into the ways representations of the body in Western performance and visual art are influenced by race, class, and gender. Readings include: Sophocles, *Oedipus Rex*; Shakespeare, *Othello*; Walt Whitman, *Leaves of Grass*; Kate Chopin, *The Awakening*; Deborah Jowitt, *Time and the Dancing Image*; Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination*; and excerpts from theory and criticism. Includes films, live performances and museum exhibits. —S. Genter, Dance

FYSB BC 1530**Women and Religion**

An examination of several religious traditions with attention to the various historical, theological, and ideological roles women have played. The course seeks to provide information about a number of major religious traditions from the perspective of women, and an enhanced understanding of the relationship between religion, culture, and gender issues. Readings include: Sharma, *Women and World Religions*; Womanspirit Rising: *A Feminist Reader in Religion*; Jacobson and Wadley, *Women in India: Two Perspectives*; Kingston, *The Woman Warrior*; Mernissi, *Beyond the Veil*; *Translations and Commentary on the Therigatha*; Plaskow and Christ, *Weaving the Vision: New Patterns in Feminist Spirituality*. —R. McDermott, Asian & Middle Eastern Cultures

FYSB BC 1537**The Politics of Identity**

In the United States and most other countries, society contains cultural cleavages rooted in ethnicity, race, religion, and caste. The dynamics of multi-culturalism in different countries explored. In each case we will discuss forms of identity, the historical construction of cultural differences, and alternative strategies available to states and their societies to address issues of cultural diversity such as ethnic conflict and racial discrimination. Readings will include: Francisco de Vitoria, "On the American Indians"; Rigoberta Menchu, *I, Rigoberta Menchu*; George Fredrickson, *White Supremacy: A Comparative Study in American and South African History*; Ralph Ellison, *Invisible Man*; Mahatma Gandhi, *Caste Must Go and the Sin of Untouchability*; B.R. Ambedkar, *Annihilation of Caste*; Salman Rushdie, *The Moor's Last Sigh*. —L. Beck, Political Science

FYSB BC 1538**Difference and Representation**

Looks at different kinds of difference (e.g., racial, religious, etc.) through various representations from film to science. The goal is to understand how difference is perceived to be natural in cultures as dissimilar as 10th-century Japan, 20th-century America, and 5th-century Egypt. Readings include Shakespeare's *Othello*; *Memoirs of Glückel of Hamel*; Christa Wolf, *A Model Childhood*; and Steven Jay Gould, *The Mismeasure of Man*. —N. Kampen, Women's Studies

FSM BC 1546**Shapes and Shadows of Identity**

A look at the elusive meaning of "black," "white," and other group identities in the United States and the forms—novel, literary essay, stand-up comedy, ethnography, performance, film, television, magazines, radio, memoir, sermon—through which such identities are depicted. Readings will include: Nelson George, *The Death of Rhythm and Blues*; James McBride, *The Color of Water: A Black Man's Tribute to His White Mother*; Ann Douglas, *Mongrel Manhattan*; Jon Rieder, *Canarsie: The Jews and Italians of Brooklyn Against Liberalism*; Ellis Cose, *The Darden Dilemma*. —J. Rieder, Sociology

V. Reacting to the Past

In these "seminars," students are assigned specific roles that enable them to relive important intellectual debates in three separate historical moments. The class sessions are run by students and take the form of competitive "games." Students with similar roles will commonly work together to enact their dramatic scenarios. Students completing the Autumn seminar will automatically be entitled (but not required) to take a continuation seminar, designed on the same principles, in the Spring semester.

Each seminar will work with the following games: Game 1: A trial of Socrates, set in 5th-century Greece, with Plato's *Republic* as the main evidentiary text; Game 2: A succession dispute between the Wan-li Emperor and his Confucian bureaucrats, set in 16th-century China, with the *Analects* of Confucius as the main text; Game 3: A trial of Puritan dissident Anne Hutchinson, set in 17th-century Massachusetts, with the Bible, Calvin's *Institutes*, and the original trial testimony as the main texts.

FYSB BC 1601**Reacting to the Past**

—M. Carnes, History

FYSB BC 1604**Reacting to the Past**

—H. Sloan, History

VI. Perspectives on Tradition

These seminars examine key texts in the Western literary and intellectual tradition as sources of cultural authority and as sites of ongoing contestation and dialogue. The authors studied confront and often radically transform the ideas central to their own traditions. They are innovators in their respective genres, and their work continues both to nourish and to challenge our thinking today. Primary readings are supplemented by modern analogue or "companion" texts that shed new light on them, open them up to critical reflection, and highlight the continuing currency of their central

ideas. Professors teaching in the cluster will work with the same shared texts, but will set them against modern works of their own choosing.

FYSB BC 1703

Re-presenting the Classics, or the Western Literary Tradition and Its Discontents

Examines texts that both represent and confront the idea of the “classical tradition,” texts which look to the ancient Mediterranean world as both a source of cultural authority and as a site of contestation. Moves between ancient and modern texts, in order to explore not only what constitutes the classical canon but also how it has been received, resisted, and transformed in Western literature. Engages issues such as how and why traditions are constructed, under what circumstances they come to be challenged or embraced, and the relationship between tradition and identity. Required texts: Jean Anouilh, *Antigone*; Federico Fellini, *Fellini’s Satyricon*; E.M. Forster, “The Classical Annex”; H.D., *Heliodora* (selections); Homer, *Iliad* (selections), *Odyssey* (selections); Patronius, *Satyricon*; Sappho, *Odes*; Shakespeare, *Troilus and Cressida*; Sophocles, *Antigone*; Tom Stoppard, *Arcadia*; Vergil, *Aeneid* 1–6; Virginia Woolf, “On Not Knowing Greek.” —K. Milnor, Classics

FOREIGN AREA STUDIES

226 Milbank Hall

854-2059

This program is supervised by the Committee on Foreign Area Studies:

Professor of French: Serge Gavronsky

Associate Professor of History: Deborah Valenze

Associate Professor in Asian & Middle Eastern Cultures: Rachel McDermott

Professor of Slavic: Catharine Nepomnyashchy

Professor of Spanish: Alfred Mac Adam

Associate Professor of German: Erk Grimm

The purpose of Foreign Area Studies is to provide an introduction to the study of a foreign region of the world. Foreign Area Studies majors are encouraged to study abroad in the region of interest. The work is divided into three elements: language, a scholarly discipline, and a diversified approach to a region. The student who wishes to major may choose one of the regions listed below. The courses named under each region include only those most commonly elected. Other courses may be chosen upon approval of the project by an adviser.

REQUIREMENTS FOR THE MAJOR

A major in Foreign Area studies is open to qualified students whose applications are approved by the committee in charge. First-year students and sophomores anticipating such a major should consult their class advisers and the officer in charge by March 1 of the sophomore year.

The senior requirements vary according to the region studied. Majors should consult their advisers for details.

Asian and Middle Eastern Cultures (*Adviser:* Rachel McDermott). See page 97.

European Studies (*Adviser:* Deborah Valenze)

Students may focus on one country or one region of Western Europe. Competence in the language of the region is expected. The major includes:

- A. A concentration consisting of five courses in an academic discipline in the Social Sciences chosen in consultation with the major adviser. A maximum of two of these courses that deal with European topics may be counted among the ten courses in the regional concentration (Part B).
- B. Ten courses focusing on a country or region to include:
 - Two courses in European History;
 - Two courses in the literature or cultural studies of one country in the original language;
 - Two semester senior projects under the direction of the program adviser or an adviser in the minor field;
 - Four courses outside the field of concentration dealing with the selected country or region.

The following list is only a sample selection of courses that may be applied to the major.

Anthropology V 3100
Anthropology V 3038
Art History V 3475
Art History BC 3521

Anthropology of Urban Life
Ethnicity and Race
Art and Culture of the Northern Renaissance
Seventeenth-Century Painting and Public Life in the Lowlands, 1580–1700

Economics BC 3030
Economics BC 3041
History BC 1011, 1012

History BC 3005
History BC 3039
History BC 3410
History BC 3433

Political Science BC 3007
Political Science BC 3013, 3014
Political Science V 3505
Religion V 1101
Religion V 3501
Sociology V 3100
French courses in Culture and Literature
German courses in Culture and Literature
Italian courses in Culture and Literature
Spanish courses in Culture and Literature

Comparative Economic Systems
Theoretical Foundation of Political Economy
Introduction to European History (recommended as prerequisites for other history courses)
Nationalism in 20th-Century Europe
The Civilizing Process
The City in Europe
European Welfare State and the Family, 1919–1980
Modern Political Movements
Political Theory
Introduction to Comparative Politics
Introduction to the Study of Western Religion
18th- and 19th-Century Religious Thought
Introduction to Social Theory
See French, page 214.
See German, page 224.
See Italian, page 250.
See Spanish, page 367.

French Studies (Adviser: Serge Gavronsky)

German Studies (Adviser: Erk Grimm)

Latin American Studies (Adviser: Alfred Mac Adam)

See Department of Spanish and Latin American Cultures, page 367.

Russian Regional Studies (Adviser: Catharine Nepomnyashchy). See Slavic, page 350.

Spanish Studies (Adviser: Marcia Welles)

FRENCH

320 Milbank Hall

Chair 854-5539

Faculty Assistant 854-8312

www.barnard.columbia.edu/french

Professors: Serge Gavronsky¹, Renée Geen, Marcel Hénaff

Associate Professor: Peter T. Connor¹ (Chair, Spring)

Assistant Professors: Claudine Frank², Kaiama L. Glover

Senior Lecturers: Anne Boyman (Chair, Autumn), Laurie Postlewaite

Lecturers: Terri Gordon, Rachel Mesch

Senior Associate: Isabelle Jouanneau-Fertig

Associate: Yaelle Azagury

¹Absent on leave Autumn term.

²Absent on leave 2003–04.

Courses in the French Department have a twofold objective: to perfect fluency in the written and spoken language, and to develop an understanding and appreciation of the literature and culture of France and French-speaking countries.

New students who have already given evidence of advanced training in French (Advanced Placement Examination with a score of 4 or 5; CEEB examinations with a score of 750) may automatically be exempted from the language requirement. All other new students who intend to satisfy their requirement in French will, depending upon their preparation, be placed immediately in the appropriate language course or be asked to take a placement test offered at the start of each semester (see College Calendar for exact dates). Those receiving a sufficiently high grade will be exempted from the language requirement. The others will be placed in French language courses according to their score. For additional information about language courses, students should consult the department chair.

Students who have satisfied the language requirement may immediately enroll in literature and culture courses (BC 3021, BC 3022, BC 3023, BC 3024); and advanced language courses (BC 3006–3019).

In cooperation with Columbia College, the department offers a program at Reid Hall in Paris open to majors and non-majors. See Study Abroad, page 46.

REQUIREMENTS FOR THE MAJOR

There are three majors available to prospective students in the department:

Language and Literature: This program emphasizes the language, culture, and literature of France and other French-speaking countries.

Translation and Literature: This program teaches students to translate from French into English and English into French, within a context of French culture and literature.

French and Francophone Studies: This program emphasizes the historical and contemporary interrelationship between France and the French-speaking world in their social, literary, and cultural aspects.

The requirements for each specific major are:

Language and Literature

11 courses are required for the major:

FREN BC 3021 or BC 3023 and BC 3022 or BC 3024

Three language courses chosen from FREN BC 3006–3019

Two literature courses chosen from BC 3029–3036 and three courses chosen from 3037–3069

One senior seminar numbered BC 3090.

Translation and Literature

11 courses are required for the major:

FREN BC 3021 or BC 3023 and BC 3022 or BC 3024

Four language courses chosen from FREN BC 3006–3019

Four literature courses chosen from the following: FREN BC 3029–BC 3079

One senior seminar numbered BC 3090.

French and Francophone Studies

11 courses are required for the major:

FREN V 3420 and FREN V 3421

Two language courses chosen from FREN BC 3006–BC 3019

Three courses selected from FREN BC 3029–3079

Two courses selected from other departments at BC or CU pertaining to the major and chosen in consultation with the adviser.

One senior seminar numbered BC 3090.

The student is expected to declare her option by the end of the junior year. Programs may include additional courses in French literature, culture, and language, or in other subjects which vary with the interest of the student. Certain courses in the French and Romance Philology Department at Columbia University may be substituted with the approval of the chair.

A student who elects French as part of a combined double or interdisciplinary major will establish her individualized program with the departments concerned. All combined or interdisciplinary majors require approval from the Committee on Petitions and Academic Standing.

REQUIREMENTS FOR THE MINOR

Seven courses are required for a minor:

FREN BC 3021 or BC 3023, and BC 3022 or BC 3024, or FREN V 3420 and V 3421

Two language courses chosen from: FREN BC 3006–BC 3019

Three literature and culture courses chosen from: FREN BC 3029–BC 3079

COURSES OF INSTRUCTION

Language Courses

For satisfactory completion of the language requirement, students receiving a grade of C– or lower will have to repeat the course.

FREN BC 1001x, 1002y

Elementary Full-Year Course

Basic elements of French grammar. Oral, writing, and reading skills. —Staff

Students may take either or both of these courses at Columbia.

4 points.

FREN BC 1102x

Review of Elementary French

Oral and written review of basic grammar and syntax. Readings in modern French and Francophone literature. —Staff

Course chair: I. Jouanneau-Fertig

Primarily for students who need further instruction to qualify for the intermediate course. Credit cannot be granted for both BC 1102 and BC 1002 (or its equivalent). Enrollment limited to 20 students per section.

3 points.

FREN BC 1203x, y

Intermediate I

Further development of oral and written communication skills. Readings in French and Francophone literature. —Staff

Course chair: L. Postlewater

Prerequisites: BC 1001x, BC 1002y, BC 1102x, C 1101–C1102, or an appropriate score on the placement test.

3 points.

FREN BC 1204x, y

Intermediate II

Advanced work in language skills. Readings in French and Francophone literature. —Staff

Course chair: A. Boyman

Prerequisite: BC 1203 or an appropriate score on the placement test.

3 points.

FREN BC 1205

Intermediate Oral French

Intensive oral work, vocabulary enrichment, discussions on prepared topics relating to contemporary France and the French-speaking world, oral presentations. (This course does not satisfy the language requirement.) —I. Jouanneau-Fertig

Limited to 15 students.

3 points.

FREN BC 3006

Composition and Conversation

Discussions on contemporary issues and oral presentations. Creative writing assignments designed to improve writing skills and vocabulary development. —I. Jouanneau-Fertig

Limited to 12 students

3 points.

FREN BC 3007

Commercial–Economic French

The socioeconomic language of contemporary French society. Practice of oral and written communications based on documents from the French press. Students who have completed the course may wish to take the Diplôme du Français des Affaires given by the Chambre de Commerce et d'Industrie de Paris. —I. Jouanneau-Fertig

Limited to 15 students.

3 points.

FREN BC 3011

History of the French Language

Transformation and evolution of the French languages from the early Middle Ages to the present are studied from a socio-historical perspective. Primary texts include literary, legal, political, scientific, administrative, liturgical, and epistolary documents. Includes consideration of French outside of France and variations on the continent in the 20th century. —L. Postlewater

3 points. Not offered in 2003–04.

FREN BC 3012**Advanced Composition and Grammar Review**

Systematic study of morphology, syntax, and idiomatic expressions. Weekly writing assignments. —R. Geen

3 points. MWF 10:00–10:50

FREN BC 3014**Advanced Translation into English**

Translation of various styles of prose and poetry from French to English. —A. Boyman

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points. Not offered in 2003–04.

FREN BC 3015**Advanced Translation into French**

Specific techniques of translation will be studied and applied to various texts (prose, poetry, theatre) and contexts (advertisements, cartoons, song lyrics, subtitles) in order to increase awareness of linguistic resources and expressive possibilities. —R. Geen

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3016x**Advanced Conversation**

Oral presentations and discussions of French films aimed at increasing fluency, acquiring vocabulary, and perfecting pronunciation skills. —A. Boyman

Prerequisite: At least one French course after completion of the language requirement and permission of the instructor. Limited to 12 students.

3 points. MW 10:35–11:50

FREN BC 3017y**Rapid Reading and Translation**

Using selected texts from a variety of sources, the course aims at enhancing reading and comprehension skills through oral translation and discussions leading to increase competence in grammar, vocabulary, and pronunciation. —A. Boyman

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3018**Creative Writing**

Intensive writing workshop emphasizing new approaches to narrative prose and poetry.

Prerequisite: Satisfaction of the language requirement or the equivalent.

1 point.

FREN BC 3019**Advanced Phonetics**

A detailed study of all aspects of French pronunciation; theoretical linguistic concepts will be followed up with intensive oral drills. —A. Boyman

Prerequisite: Satisfaction of the language requirement or the equivalent. Limited to 12 students

3 points. Not offered in 2003–04.

Literature Courses**FREN BC 3021****Major French Texts I**

Medieval, Renaissance, and Classical literature in their cultural context. —L. Postlewaite

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3022

Major French Texts II

The Age of Enlightenment, Romanticism, Realism, and Symbolism. French BC 3021 may be taken for credit without completion of French BC 3022. —R. Green

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3023

The Culture and Institutions of France I

An historical analysis of *mentalités* from the Middle Ages to the reign of Louis XIV through symbol, structure, and self-presentation. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points. Not offered in 2003–04.

FREN BC 3024

The Culture of France II

Major cultural and institutional events in France from the 18th century to the present. Topics include the revolutionary tradition, left-right and secular-religious conflicts over the identity of France: its history, its mission, its people and policies. —S. Gavronsky

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points. Not offered in 2003–04.

FREN BC 3029

Laughter in the Middle Ages and Renaissance

Explores both the traditional comic forms of early French literature (farce, sottie, fabliau, burlesque, grotesque) and comedic elements of “serious” genres such as chanson de geste, saints’ lives, and romance. An investigation into the *mentalités* of the Middle Ages and Renaissance through an understanding of what made people laugh. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3030

Medieval Theatre

Examines a variety of kinds of theatrical representations (liturgical drama, comic farce and “sottie,” court entertainments, pageants, religious mystery plays). —L. Postlewater

Lectures and readings will be in English; French majors do written work in French.

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3031

History, Literature and Culture of the Middle Ages

Development and evolution of literary expression in France from the Crusades through the High Middle Ages. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3032

Women and Writing in Early Modern France

Examination of cultural and literary phenomena in 15th–17th century France, focusing on writings by and about women. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3033**Literature of the French Renaissance and the Baroque**

Experimentation and discovery in the arts, in science and technology, and in the understanding of the human experience. Explores how the works of French poets, *prosateurs*, and playwrights reflect both the vibrancy and splendor of the time, as well as the struggle of an era preoccupied with death and “rebirth.” —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3034**French Baroque and Classical Literature**

An interdisciplinary exploration of the literature and culture of the “*Grand Siècle*.” —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3035**Eighteenth-Century French Fiction**

Courses and discourses of the heroine in selected 18th-century novels. The rise of the harlot, the tribulations of the orphan, the fall of the noblewoman, and the revenge of the betrayed. Readings include: Prévost, *Manon Lescaut*; Marivaux, *La Vie de Marianne*; Diderot, *La Religieuse*; and Laclos, *Les Liaisons Dangereuses*. Transpositions of the 18th-century heroine in operas and films. —M. Hénaff

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points.

FREN BC 3036**The Age of Enlightenment**

The challenge of traditional ideas of government, religion, ethics, and aesthetics in 18th-century France. —R. Geen

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points. Not offered in 2003–04.

FREN BC 3037**Nineteenth-Century French Poetry**

Readings of poems by Lamartine, Hugo, Baudelaire, Rimbaud, and Mallarmé. Focuses on the turn from Romanticism to Modernism in the 19th century. —A. Boyman

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3038**The Nineteenth-Century French Novel**

Evolution of the novel, aesthetics of Romanticism, Realism, Naturalism, and Symbolism. Particular attention is paid to the formal problems of narrative, the rhetoric of sentiment, *décadence*, and issues of sexual identity. —P. Connor

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points.

FREN BC 3039**Twentieth-Century French Theatre**

Tradition and innovation in Modern Theatre, with special emphasis on the experimental spirit of successive avant-gardes. —R. Geen

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points. Not offered in 2003–04.

FREN BC 3040

Twentieth-Century French Fiction

Topics will include the theory of the gratuitous act, literature and the rise of Fascism, war and the literature of commitment, erotic violence. —P. Connor

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.

3 points.

FREN BC 3041

Twentieth-Century French Thought

Thorough study of the major intellectual movements in France from Surrealism to post-structuralism. Particular attention given to theories of political commitment, textuality and deconstruction. Readings include works by Breton, Senghor, Sartre, Lévi-Strauss, and Derrida.

—S. Gavronsky

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points.

FREN BC 3042

Twentieth-Century French and Francophone Poetry

Analysis of some of the major poets in France and in Francophone countries emphasizing theories of the avant-garde and traditional interests in politics, race, and gender. Poets include Cendrars, Saint John Perse, Césaire, Depestre, Aragon, Risset, Albiach, Roubaud, and Tahar Ben Jelloun.

—S. Gavronsky

Prerequisite: FREN BC 3021, 3022, 3023, 3024, or the equivalent.

3 points.

FREN BC 3043

Twentieth-Century French Women Writers

Writings by women will be analyzed in the changing philosophical and literary contexts of the 20th century. —A. Boyman

Prerequisite: Satisfaction of the language requirement and one advanced FREN course or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3045

The Short Story in France

Short prose fiction (contes, nouvelles, récits, textes) will be read in a literary as well as historical context and studied as ground for experimentation in the meaning of fiction. —R. Geen

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3061

Marx in France

Examines the persistence and transformation of the sign “Marx” in multiple aspects of 20th-century French thought. Areas covered will include ethics, aesthetics, history, philosophy, and ideologies as of Surrealism through Négritude, existentialism, structuralism and post-structuralism.

—S. Gavronsky

3 points. Not offered in 2003–04.

FREN 3063

Topics in Theory and Literary Criticism: Critical Theory

An introduction to the conceptual foundations of structuralism and post-structuralism. —A. Boyman

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3064**France on Film**

Films on and of the period from the 1930s to the present, focusing on the interplay between history, ideology, and culture. —S. Gavronsky

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points. Not offered in 2003–04.

FREN BC 3065**Surrealism in Painting and Film**

Major surrealist paintings, films, and photographs. Included are works by Breton, Desnos, Buñuel, Clair, Fini, Ernst, Dalí, Magritte, Man Ray, Molinier, Tanning, and Artaud. Critical texts by Sade, Freud, Breton, Bataille, Bellmer, Desnos, and others. —S. Gavronsky

3 points. Not offered in 2003–04.

FREN BC 3066**Workshop on Modern France: Les Intellectuels**

Definitions and roles of the “intellectual” in the 19th- and early 20th-century France. Examines theories of individualism; the rise of sociology and its view of religion; the conflict of rationalism/irrationalism at the turn of the century; intellectual political participation in the 30s; and the status of ethnography. —C. Frank

3 points. Not offered in 2003–04

FREN BC 3070**Négritude**

Analysis of the theoretical and literary precursors of négritude; major figures of the movement; relations with the Harlem Renaissance; and the formulation of creolity by contemporary Caribbean writers and thinkers. Authors will include Gobineau, Maran, Price-Mars, Hughes, McKay, Césaire, Senghor, Damas, Fanon, Sartre, Glissant, and Chamoiseau. —S. Gavronsky

Taught in French.

3 points.

FREN BC 3071**Blacks, Jews, and Arabs in Modern France**

From négritude to World War II anti-semitism, to contemporary French reactions to North African immigration. —S. Gavronsky

3 points. Not offered in 2003–04.

FREN BC 3072**Francophone Fiction**

Major texts from the Caribbean and Francophone Africa. —K. Glover

3 points.

FREN BC 3073**Africa in Cinema**

Representations of African culture by filmmakers from various cultural backgrounds. Social and ideological positions and the demands of exoticism. The constructions of the African as “other” and the responses they have elicited from Africa’s cinéastes. —K. Glover

3 points.

FREN BC 3074**Women in Francophone Africa: Historical and Cultural Perspectives**

Emphasizes cultural and historical representation of Francophone women by both women and men. Works will include novels, films, and poems, by authors such as Sembène Ousmane, Mariama Bâ, Amadou Kourouma, Camara Laye, Calixthe Beyala.

3 points. Not offered in 2003–04.

FREN BC 3075

Major African Texts: Orality and *Écriture*

Writing from the different parts of the continent. Focus on self-identity and the African experience as conveyed in a variety of genres: poetry, drama, the novel, and film.

3 points. Not offered in 2003–04.

FREN BC 3076

Jews in the Maghreb

A historical, religious, cultural, and literary presentation of the Jewish experience in the Maghreb.

—Y. Azagury

3 points. Not offered in 2003–04.

FREN V 3420

Introduction to French and Francophone Studies I

Conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale of 1931. Emphasis on the issue of universalism versus relativism and the ideological foundations of French colonialism. Authors and texts will include selections from the *Encyclopédie*, the *Déclaration des droits de l'homme et du citoyen*, the *Code Napoléon*, Diderot, Chateaubriand, de Tocqueville, Drumont. —M. Dobie

Satisfaction of French language requirement.

3 points.

FREN V 3421

Introduction to French and Francophone Studies II

Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional and national identities will be considered in this introduction to the contemporary French-speaking world in Europe, the Americas and Africa. Authors include Aimé Césaire, Léopold Senghor, Frantz Fanon, Maryse Condé. —K. Glover

Satisfaction of French language requirement.

3 points.

Senior Seminar

FREN BC 3090

Senior Essay

—Instructor TBA

4 points.

Study in Paris

Columbia University in Paris

203 Lewisohn Hall. 854-2559

www.ce.columbia.edu/paris

Reid Hall, at 4, Rue de Chevreuse, in Montparnasse, is the Paris campus for Barnard College and Columbia University programs. The programs are open to students with majors in all fields. To assure validation of credits, students should work closely with their major advisers. Students should consult the web site about course offerings, which are subject to change.

Students may study at Reid Hall for one term (Autumn, Spring, or Summer) or for an entire academic year. Students in the Autumn programs may stay on for the Spring. Participation in the programs (except during the Summer) requires a full-time commitment to four courses totaling at least 12 points. Students may enroll in a fifth course with the permission of the Director of Studies. All students should discuss their proposed program with their home college adviser and Dean of Studies prior to departure.

Autumn Programs

1. *The Intensive French Language and Civilization Program*. Open to students with two years of college-level French or the equivalent.
2. *The French Studies in the Humanities and Social Sciences Program*. Open to students with three years of college-level French or the equivalent. The third-year courses may be in literature, culture, grammar, composition, or conversation. Students may take up to two of their courses in the French university system.
3. *The Art History Program*. Open to students in good standing who have completed two years of college French or the equivalent and one introductory art history course with grades of B or better.
4. *The Supervised Research Program*. Open to students with three years of college-level French or the equivalent with grades of A– or better. Students may take up to three courses in the French university system and in addition must complete a *mémoire*, a research paper of publishable quality of at least 30 pages in length.

Spring Programs

1. *The Intensive French Language and Civilization Program*
2. *The French Studies in the Humanities and Social Sciences Program*
3. *The Supervised Research Program*
4. *Political Science Program*. Open to students with three years of college-level French or the equivalent and a strong background in the social sciences.

Academic-Year Programs

1. Students in the above-mentioned Autumn programs may stay on for the Spring. A variety of program options are available and are included in the descriptions of the Autumn programs.
2. *The Academic-Year Program*. Open to students who have completed three years of college French with distinction. Students study at Reid Hall and in the French university system and write a thesis.

Summer Programs

The Columbia University Summer Session regularly offers courses at Reid Hall. A six-week summer term, in operation during June and July, is open to Columbia University and Barnard College students, qualified students from other institutions, and persons without current academic affiliation. All courses are offered for academic credit. The program offers grammar and composition, conversation, phonetics, art history, and literature. The program assists students in locating housing, including dormitory facilities in the *Cité Universitaire*.

GERMAN

320 Milbank Hall

854-8312

www.barnard.edu/german

Associate Professor: Erk Grimm (Chair)

Senior Associate: Irene Motyl (Language Coordinator)

Courses in German are designed to develop proficiency in language skills and to present the traditions as well as the current developments in the literature and culture of the German-speaking countries: Austria, Germany, and Switzerland.

The language requirement in German is fulfilled by the completion of V 1202 *Intermediate Course II*. Entering students with a previous knowledge of German will be placed in the appropriate course on the basis of their CEEB scores or in accordance with their achievements on a placement test taken prior to registration.

Three levels of language instruction are offered with an equal emphasis on reading, writing, oral comprehension, and speaking. The *Elementary Full-Year Course*, German V 1101–V 1102, includes CD-ROMs that the students will use to supplement their five classroom contact hours. In the *Intermediate Course I and II*, German V 1201 and V 1202, students work with a broad range of sources, such as newspapers, journals, statistical data, historical texts, literature, etc. These texts help build a foundation in the culture of German speaking countries and at the same time enhance the complexity and accuracy of language use. The content is presented through a wide array of media, such as the Internet, music, film, and art. German V 3001, 3002 *Advanced German* provides opportunity for intensive practice in speaking and writing German. These courses may be taken in reverse sequence. They are recommended as complementary companion courses to lecture/reading-oriented courses.

Satisfactory completion of or exemption from V 1202 is required for enrollment in any of the advanced courses; the sequences in which these should be taken will be determined in consultation with the department.

The following programs are available to prospective students in the German department.

THE MAJOR IN GERMAN LANGUAGE AND LITERATURE

The courses comprising this program are all taught in German with the twofold objective of combining the study of significant works, literary trends, and cultural manifestations with advanced practice in the use of German as a medium of intellectual communication.

Requirements: 10 courses

- | | |
|------------------|--|
| GERM V 3001–3002 | <i>Advanced German Conversation and Composition</i>
(3 pts. each) |
| GERM W 3333x | <i>Introduction to German Literature</i> |
| GERM BC 3061y | <i>Seminar</i> |
- Five one-term advanced literature courses chosen from GERM V 3014–3048
A third advanced language course may be substituted for one advanced literature course.
- | | |
|--------------------|---------------------|
| GERM BC 3062x or y | <i>Senior Essay</i> |
|--------------------|---------------------|
- A half-hour oral exit examination is required.

THE MAJOR IN GERMAN STUDIES

This major combines a study of literature with other aspects of German culture and civilization by choosing courses from the social sciences such as history, political science, and eco-

nomics, and from other humanities dealing with the German-speaking regions of Europe.

The department will assist and advise students interested in studying in Germany, Austria, or Switzerland. It should be noted that Barnard College is a member of the Berlin Consortium for German Studies and strongly encourages those students wishing to study abroad to do so through this program administered by Columbia University and conducted in association with the Freie Universität Berlin.

Requirements: 14 courses

Two or three of the following language courses or their equivalent:

GERM V 3001–3002

Four or five one-term Advanced Literature and Culture courses numbered:

GERM BC 3011–3061 (or their Columbia equivalent)

One GERM BC 3062x or y *Senior Essay**

Six one-term courses in the Social Sciences and Humanities that relate to the German-speaking countries of Europe and define a special field of interest (to be chosen in consultation with the major adviser). Two courses dealing with German history are strongly recommended.

*The major adviser in the German department will work with a second reader in another field if the thesis topic should require it.

A half-hour oral exit examination is required.

THE COMBINED MAJOR: GERMAN AND ANOTHER FIELD

Requirements: 14 courses

Seven courses in each department, including a seminar in one of the departments and a senior essay on a topic bridging both fields.

A student who selects a combined major will establish her special program in consultation with the departments concerned.

THE MINOR IN GERMAN

Requirements: 5 courses

Advanced language courses from GERM V 3001–02 and GERM W 3333.

A minimum of three additional advanced literature courses from GERM BC 3011–3061 or their Columbia equivalent.

COURSES OF INSTRUCTION

Language Courses

GERM V 1101x, y

Elementary Full-Year Course I

Fundamentals of German grammar, comprehension of the spoken language, reading, writing, and speaking. Intensive aural-oral practice. —I. Motyl and staff

No credit is given for V 1101x unless V 1102y has been satisfactorily completed.

4 points.

GERM V 1102x, y

Elementary Course II

Similar to Elementary Course I, but different course material. —I. Motyl and staff

No credit is given for V 1101 unless V 1102 has been satisfactorily completed.

4 points.

GERM V 1201x, y
Intermediate Course I

Complete grammar review through regular exercises. Wide range of texts are used for close and rapid reading and writing exercises. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. —I. Motyl and staff

Prerequisite: V 1102 or the equivalent.

4 points.

GERM V 1202x, y
Intermediate Course II

Language study based on texts concerning culture and literature. Assignments include compositions in German and exercises of grammatical forms, both related to the texts. Class discussions in German provide oral and aural practice. —Staff

Prerequisite: V 1201 or the equivalent.

4 points.

GERM V 3001x, 3002y
Advanced German: Berlin and Vienna

Intensive practice in oral and written German. Discussions, oral reports, and weekly written assignments, based on material of topical and stylistic variety taken from the German press and from literary sources. Courses may be taken in reverse sequence. —I. Motyl and R. Korb

2 points. Sec. 1

3 points. Sec. 2

GERM BC 3009x
News and Views: Reception, Reporting, and Video Production

Advanced students practice and perfect their speaking, writing, and comprehension skills by viewing and analyzing German-language TV broadcasts—news and documentaries—and by researching, writing, producing, and filming their own video programs. —I. Motyl

3 points.

GERM W 1120x
Preparation for Intermediate German

—Staff

4 points.

GERM W 1521x, y
Intermediate Conversation I

—Staff

2 points.

GERM W 1522x, y
Intermediate Conversation II

—Staff

2 points.

GERM F 1113x, y
Reading I

—Staff

2 points.

GERM W 1114x, y
Reading II

—Staff

2 points.

GERM W 1220x
Intermediate Course: Berlin

Accelerated language study as preparation for Study Abroad in Berlin. —Staff

4 points.

GERM W 4090y

German for International and Public Affairs

—Staff

3 points.

Literature Courses

The literature courses listed below are conducted in German.

GERM BC 3011x

Introduction to German Literature and Civilization

German literature in a historical-cultural context from the late 18th to the 20th centuries. Selected readings from Lessing to Handke. —Staff

Prerequisite: V 1202 or the equivalent.

3 points. Not offered in 2003–04.

GERM BC 3027y

Modern German Literature and Culture: 1900–1945

Prerequisite: V 1202 or the equivalent.

3 points. Not offered in 2003–04.

GERM BC 3028y

Contemporary German Literature from the End of World War II to the Present

Critical analysis of works by writers from Germany, Austria, and Switzerland: Böll, Bachmann, Frisch, Grass, Wolf, Hein, Maron, Jelinek, and others. —Staff

Prerequisite: V 1202 or the equivalent. Alternate years.

3 points. Not offered in 2003–04.

GERM BC 3029

Literature and the “Uncanny”

Study of the “uncanny” as a literary, psychological, and mythological motif focusing on phenomena such as ghosts, doubles, and automatons. Particular attention to the threatening sources of the “uncanny”; its impact on narrative structures; its effects on the reader; and its relation to memory and notions such as “shock” and “terror.” —Staff

Prerequisite: V 1202 or the equivalent.

3 points.

GERM BC 3031y

Major German Poets

Survey of major poets in the German language from classicism to modernism and postmodernism, paying attention to the transition from traditional verse to avant garde forms. Readings from Hölderlin, Heine, Rilke, Celan, Kaschnitz. Relevant areas of literary theory will be included. —E. Grimm

Prerequisite: V 1202 or the equivalent.

3 points. Not offered in 2003–04.

GERM BC 3049x

Romantic Art and Literature

An examination of the interrelationship of literature, philosophy, art, and criticism in key works of this influential movement. Particular attention will be paid to questions of fantasy and reality, liberation and restoration. Texts by Brentano, Tieck, Günderode, E.T.A. Hoffmann, Eichendorff, Heine, Bettina v. Arnim as well as images by Runge and C.D. Friedrich. —E. Grimm

3 points. Not offered in 2003–04.

GERM BC 3050y

German Migrant Literature

Examination of migration and the nomadic experience in the 19th and 20th centuries. Emphasis on

the comprehension and construction of the “other” culture by travelers and migrants in fictional texts; and on questions of orientalism, colonialism, and multiculturalism. Texts by Chamisso, Hegel, Heine, Seghers, Th. Mann, Ören, Atabay, Deleuze, Said, and Taylor. —E. Grimm
Prerequisite: V 1202, *Sophomore standing or the equivalent or permission of instructor.*
 3 points. Time TBA

GERM BC 3061

Media, Masses, Modernity: 20th Century German Literature and the Media

Close analysis of the interrelation between literature and information technologies from the late 19th century to the present day. Emphasis on the discussion of ethical and aesthetic issues. Texts by Mann, Keun, Brecht, Chomsky, Virilio, and Baudrillard. Films by Lang, Trota, and Wenders. —E. Grimm
Prerequisite: V 1202 or the equivalent.
 4 points. Not offered in 2003–04.

GERM BC 3062y

Senior Essay: Literature or German Studies

Supervised research into German literatures and cultures culminating in a critical paper. —E. Grimm
Open to senior majors. Permission of the instructor required.
 3 points. Regular consultations with the instructor at hours to be arranged.

GERM W 3220x

Berlin: Past and Present

—R. Korb
 3 points.

GERM BC 3233y

From Decadence to Dada

An examination of the transition from Viennese Modernism to Expressionism and Dada. Topics include the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salome. Film and montage by Richter, Höch, and Hausmann. —E. Grimm
The same course as BC 3232 (in English), with weekly discussion sections for majors.
 4 points. Not offered in 2003–04.

GERM W 3333x

Introduction to German Literature

—D. v. Mücke
 3 points.

GERM W 3334y

Introduction to Contemporary German Culture

3 points. Not offered in 2003–04.

GERM W 3442y

Survey of German Literature: 18th Century

—S. Andriopoulos
 3 points. Not offered in 2003–04.

GERM W 3443x

Survey of German Literature: 19th Century

—H. Müller
 3 points.

GERM W 3444y

Survey of German Literature: 20th Century

—H. Müller
 3 points.

GERM W 3445x**Survey of Postwar German Literature**

—M. Eskin

3 points. Not offered in 2003–04.

GERM W 3720**Philosophies of Art and History**

—Instructor TBA

3 points.

GERM C 3991**Senior Seminar**

—K. Barry

4 points.

GERM W 4125x**Drama of the French Revolution**

—H. Müller

3 points. Not offered in 2003–04.

GERM W 4265**Jews in German Culture**

—M. Anderson

3 points. Not offered in 2003–04.

GERM W 4515y**Women in German Literature**

—K. Barry

3 points.

GERM W 4639x**Theories of Modernity**

—H. Müller

3 points. Not offered in 2003–04.

Courses Given in English**GERM BC 3201y****Introduction to German Culture and Thought: Problems and Perspectives**

An interdisciplinary inquiry into seminal literary, artistic, social, political, and intellectual movements in the history of German culture and thought. Short texts by Adorno, Fichte, Freud, Goethe, Grimm, Hoffmann, Kafka, Kant, Kleist, Marx, Mendelssohn, Nietzsche, Wolf, and others. Guest lectures on German film, music, and painting. —Staff

3 points.

GERM BC 3215x**From Text to Screen: German Literature and Film**

A survey of screen adaptations of literary texts beginning with Weimar cinema and proceeding through to the present with a particular focus on cinematic modes of narration, spectatorship, and visual pleasure, as well as on the role of institutional frameworks. Readings in neo-Marxist, psychoanalytic and semiotic film theory. Texts by Wedekind, Fontane, H. Mann, and Musil and films by Pabst, Fassbinder, Wenders, and Trotta. —E. Grimm

Prerequisite: Sophomore standing or the equivalent or permission of instructor.

3 points. Time TBA [In English, extra sessions for German majors.]

GERM BC 3220y**Franz Kafka**

3 points. Not offered in 2003–04.

GERM BC 3232y
From Decadence to Dada

An examination of the transition from Viennese Modernism to Expressionism and Dada. Topics include: the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salomé. Film and montage by Richter, Hoech, and Hausmann. —E. Grimm
3 points. Not offered in 2003–04.

GERM W 3510y
Weimar Cinema
—S. Andriopoulos
3 points.

GERM W 3515
New German Cinema
—Instructor TBA
3 points.

GERM W 3620y
German Exile and Resistance in the United States
—M. Anderson
3 points.

GERM W 3665
Kafka and Modernism
—M. Anderson
4 points.

GERM W 3670x
Marx, Nietzsche, and Freud
—M. Eskin
3 points.

GERM W 3675y
German Literature in a World Context
—S. Andriopoulos
3 points.

GERM W 3700x
Introduction to German Intellectual History
—M. Eskin
3 points.

GERM W 4237y
The Culture of Memory
—A. Huyssen
3 points.

GERM W 4265x
Divided Selves: Jews in German Culture
—M. Anderson
3 points.

CPLS BC 3102
Getting Personal: Autobiography, Psychoanalysis, and Feminist Theory
—Staff
3 points.

CPLS BC 3103x**Holocaust Literature and Film: The Limits of Realism**

3 points. Not offered in 2003–04.

Study in Berlin

Berlin Consortium for German Studies

303 Lewisohn Hall. 854-2559

berlin@columbia.edu

World Wide Web: www.columbia.edu/cu/ssp/berlin

Barnard College and Columbia University, in collaboration with John Hopkins University, Princeton University, the University of Chicago, the University of Pennsylvania, and Yale University, offer a program based at the Free University Berlin for students interested in German studies, whether literature, history, philosophy, or political science. Instruction is in German, and students with majors in all fields who have completed two, or preferably three or more, years of college German (or the equivalent) and who have a 3.0 GPA may apply. To assure validation of credits, students should work closely with their major advisers. Students may study in Berlin for an entire academic year or for the Spring semester only (Autumn only is not available). All students should discuss their proposed programs with their home college advisers and the Dean of Students prior to departure. A bulletin with more complete information about all aspects of the program and an application form are available in the Berlin Consortium Office.

Academic-Year Program

Application deadline: March 1

Spring Program

Application deadline: October 15

Courses Offered at the Berlin Consortium for German Studies

Consult the *Berlin Consortium Bulletin* for a complete listing of courses available at the Free University Berlin. See sample below:

German I 3335–I 3336x and y**The German Language Practicum (3rd year)**

Prerequisite: GERM W 1201–W 1202 or the equivalent. The equivalent of GERM W 3335x–W3336y.

6 points.

German I 4335–I 4336x and y**The German Language Practicum**

(Advanced Level)

Prerequisite: GERM W 3335–W3336 or the equivalent.

6 points.

German Studies I 3991x–I 3992y**Selected Topics in German Studies**

x: Readings in the Cultural History of Berlin: Enlightenment to Modernism (1750–1914)

y: The Drama of Bertolt Brecht and the Theatre of Berlin During the Weimar Republic and Following World War II

3 points.

German Studies I 3997x–I 3998y**Supervised Study in the German University System**

9–15 points.

German Studies I 3999x and y**Supervised Tutorial/Research in the German University**

3–6 points.

HISTORY

415 Lehman Hall

854-2159

www.barnard.edu/dept/history

Professors: Mark C. Carnes (Ann Whitney Olin Professor), Dorothy Ko, Robert A. McCaughey² (Ann Whitney Olin Professor), Rosalind N. Rosenberg³ (Ann Whitney Olin Professor), Herbert Sloan, Deborah Valenze (Chair)

Associate Professors: Joel Kaye, Lisa Tiersten³, Nancy Woloch (Adjunct)

Assistant Professors: Anene Ejikeme (Term), Owen Gutfreund³, Kathryn Jay, Anupama Rao², Thaddeus Russell (Term)

Other officers of the University offering courses in History:

Professors: Roger S. Bagnall, Volker Berghahn, Richard Billows, Elizabeth Blackmar, Casey Blake, Alan Brinkley³, Richard Bulliet, Caroline Bynum, Nicholas Dirks, Barbara Fields, Eric Foner, Carol Gluck, Arthur Goren, Victoria de Grazia¹, William V. Harris, Martha Howell, Robert Hymes, Kenneth Jackson, Ira Katznelson, Alice Kessler-Harris, Herbert S. Klein, William Leach¹, Edward Malefakis¹, Manning Marable¹, Eugene Rice, David Rosner, David J. Rothman, Simon Schama, J.W. Smit, Henry Smith, Robert Somerville, Michael Stanislawski, Nancy Leys Stepan, Fritz Stern, Marc Van De Mierop, Mark von Hagen, Isser Woloch³, Richard Wortman², Marcia Wright, Yosef H. Yerushalmi³, Madeleine Zelin

Associate Professors: David Armitage¹, Matthew Connelly, Ronald Grele, Winston James, Anders Stephanson²

Assistant Professors: Bradley Abrams, Charles Armstrong, Ellen Baker¹, Jennifer Greenfield, Matthew Jones, Adam Kosto, Gregory Mann, Pablo Piccato

¹Absent on leave Autumn term.

²Absent on leave Spring term.

³Absent on leave 2003–04.

History, which includes the whole of human experience, helps us understand ourselves in the context of our own times and traditions through the study of times and traditions different from our own. It provides perspective on the present through examination of change and continuity in the development of our political, economic, social, religious, and cultural ideas and institutions. History means not only the record of the past but also the discipline of investigation and interpretation of the past. There is no one way of doing history, but doing history necessarily involves the collection and evaluation of various types of evidence—quantitative as well as qualitative—from primary sources. The study of history, which develops habits of critical thinking and effective writing, should be of value not only to undergraduates who intend to pursue advanced degrees in the field, but also to all students interested in exploring the diversity and complexity of the human past and in improving their analytical and expository skills.

Barnard history courses are numbered to reflect type of course and world region:

By course type:

1000-level: introductory lecture courses

3000-level: other undergraduate lecture courses

4000-level: undergraduate seminars

By world region/epoch:

x000–x059: Ancient	x660–x699: Latin America
x060–x099: Medieval	x700–x759: Middle East
x1xx–x199: Early Modern Europe	x760–x799: Africa
x2xx–x299: East Central Europe	x800–x859: South Asia
x3xx–x399: Modern Western Europe	x860–x899: East Asia
x4xx–x599: United States	x9xx–x999: Research, Historiography, Trans-National
x600–x659: Jewish	

Lecture courses are defined more broadly—chronologically, geographically, thematically—than seminars, which characteristically involve reading and discussion of primary and secondary sources on more specialized subjects. Students must apply for admission to seminars by filling out forms available in the departmental office. For Autumn and Spring seminar application deadlines, be sure to check with the History Department office, x42159.

Students should consult the Columbia College catalogue for full descriptions of Columbia history courses and for regulations concerning enrollment in these courses. Application forms for Columbia seminars, due by the deadlines mentioned above, are available in 611 Fayerweather and in 415 Lehman. Certain Columbia graduate (“G”) courses are open to qualified history majors with the approval of the Barnard chair and the Columbia instructor. For course descriptions, see the *Bulletin of the Graduate School of Arts and Sciences*.

Students will receive six points of College credit for a score of 5 and three points of credit for a score of 4 on the Advanced Placement Examination in American or European history. These credits are not counted toward the history major.

REQUIREMENTS FOR THE MAJOR

Students who intend to major in history should consult a member of the department in their sophomore year to plan their academic programs.

The history major requires a minimum of eleven courses, eight in the area of concentration and three outside the area of concentration. The three principal areas of concentration are European, American, and Asian history, but majors may, in consultation with their advisers and with the approval of the chair, concentrate in some other field, such as ancient, medieval, Jewish, or African history. The eleven required courses must include:

1. Three introductory courses (i.e., 1000-level courses or their equivalent). Two of the introductory courses must be taken in the field of concentration. Students with AP credits may substitute an advanced course(s) for introductory course(s), although AP credits may not be counted toward the eleven required courses.
2. Two seminars
3. The two-semester senior research seminar (HIST BC 4493–94, 4391–92). The Senior Thesis must be taken in sequence over two semesters, beginning in the Autumn and continuing through the Spring.

Majors may, with the approval of their advisers, take two of their eleven courses outside the department, provided that such courses are closely related to their concentrations. American Studies seminars may be substituted for History seminars.

Senior Research Seminar

The senior research seminar, in which students write their senior essays (30–50 pages), represents the culmination of the undergraduate history major. Students should discuss tentative topics with their advisers by the end of the junior year. Halfway through the first semester of the senior year students must submit a formal prospectus defining the prob-

lem under investigation, outlining the issues involved, and identifying the primary and secondary sources to be consulted. They must draft part of the essay by the end of the Autumn semester, then complete their research and writing in the Spring.

REQUIREMENTS FOR THE MINOR

The minor in history requires five courses, four in an area of concentration and one outside the area of concentration. The five courses must include one seminar. Students planning to minor in history should consult the department chair.

For related majors see: **American Studies**, page 63; **European Studies**, page 212. See our web site: www.barnard.edu/dept/history.

COURSES OF INSTRUCTION

Lectures: Ancient, Medieval, Jewish, and Modern European History

HIST W 1010x

Survey of Ancient Greek History: 800–146 B.C.E.

—R. Billows

3 points.

HIST W 1020y

The Romans, 754 B.C.E.–565 A.D.

—W. Harris

3 points.

HIST W 1061x

Introduction to the Early Middle Ages: 250–1050

—A. Kosto

3 points.

HIST BC 1062y

Introduction to Later Middle Ages: 1050–1450

Social environment, political, and religious institutions, and the main intellectual currents of the Latin West studied through primary sources and modern historical writings. —J. Kaye

3 points. MW 1:10–2:25

HIST BC 1101x

Introduction to European History: Renaissance to French Revolution

Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment. —D. Valenze

3 points. TuTh 1:10–2:25

HIST BC 1102y

Introduction to European History: French Revolution to the Present

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism. —R. Chin

3 points. TBA

HIST W 3020x

Roman Imperialism

—W. Harris

3 points.

HIST BC 3062x**Medieval Intellectual Life, 1050–1400**

The development over three centuries of a language of the heart, of the intellect, and of the polity. Primary readings in devotional and courtly literature, university speculation, and political thought, discussed in their historical and cultural contexts. —J. Kaye

3 points. MW 1:10–2:25

HIST W 3213y**The Turbulent Century: East Central Europe, 1914–1989**

—B. Abrams

3 points.

HIST W 3220x**Imperial Russia**

—R. Wortman

3 points.

HIST W 3224y**An Introduction to Eurasian Studies**

—M. von Hagen

3 points.

HIST W3226y**History of the Ukraine in the 20th Century**

—M. Von Hagen

3 points.

HIST W 3300x**Europe in the Age of Revolutions, 1789–1850**

—I. Woloch

3 points.

HIST W 3302x**European Catastrophe, 1914–1945**

—V. Berghahn

3 points.

HIST BC 3321x**Colonial Encounters: Europe and the Culture of Empire**

The shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism. —L. Tiersten

3 points. Not offered in 2003–2004.

HIST BC 3323y**European Women in the Age of Revolution, 1700–1890**

An exploration of the origins of the “modern” European woman: changing political and legal definitions of women; new concepts of women’s work and authority during industrialization; women’s involvement in religion and reform; emergence of socialist and feminist critiques of 19th-century womanhood. —D. Valenze

3 points. MW 11:00–12:15

HIST BC 3329

Crime and Punishment in Modern Europe

The comparative social, political, and cultural history of crime, policing, and punishment in modern Europe from 1500 to the present day. Historical literature as well as novels, films, and works of criminology will be used to explore the institutions, practices, and politics that have constituted the modern disciplinary system. —L. Tiersten

3 points. Not offered in 2003–04.

HIST W 3628x

History of the State of Israel, 1948–present

—M. Stanislawski

3 points.

HIST W 3722y

America and the Muslim World

—R. Bulliet

3 points.

Seminars: Ancient, Medieval, Jewish, and Modern European History

All seminars require permission of the instructor. Enrollment is limited to 15.

HIST W 4001x

The Eastern Mediterranean in the Late Bronze Age

—M. van de Mierop

4 points.

HIST W 4002x

Monasticism, Church, and Society in Late Antiquity

—R. Bagnall

4 points.

HIST BC 4062x

Medieval Economic Life and Thought ca. 1000–1500

Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith. —J. Kaye

4 points. Not offered in 2003–04.

HIST BC 4064y

Medieval Science and Society

The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools. —J. Kaye

4 points. Not offered in 2003–04.

HIST W 4116y

History of the Family

—M. Howell

4 points.

HIST W 4310x

Europe and the End of Empires: Decolonization in the 20th Century

—M. Connelly

4 points.

HIST BC 4323**The City in Europe**

A social history of the city in Europe from early modern times; the economic, political, and intellectual forces influencing the growth of Paris, London, Vienna, and other urban centers. —D. Valenze
4 points. Not offered in 2003–04.

HIST BC 4327**Consumer Culture in Modern Europe**

The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images. —L. Tiersten
4 points. Not offered in 2003–04.

HIST BC 4332y**The Politics of Leisure in Modern Europe**

Transformations in the culture of leisure from the onset of industrialization to the present day. Relations between elite and popular culture and the changing relationship between the work world and the world of leisure will be among the topics considered in such settings as the department store, the pub, the cinema, and the tourist resort. —L. Tiersten
4 points. Not offered in 2003–04.

HIST BC 4335y**Poverty and the Social Order in Europe**

Historical study of poverty and social formations from the late Middle Ages to the 20th century. Topics include institutional responses to vagrancy in the 17th century; religion and the rise of capitalism; crime and the poor; philanthropy and the state; and motherhood and poverty. —D. Valenze
4 points. Not offered in 2003–04.

HIST W 4337y**Europe in the 1940s**

—M. Mazower

4 points.

HIST BC 4360x**London: From 'Great Wen' to World City**

A social and cultural history of London from the Great Fire of 1666 to the 1960s. An examination of the changing experience of urban identity through the commercial life, public spaces, and diverse inhabitants of London. Topics include 17th-century rebuilding, immigrants and emigrants, suburbs, literary culture, war, and redevelopment. —D. Valenze
4 points. W 2:10–4:00

HIST BC 4368y**History of the Senses**

An examination of European understandings of human senses through the production and reception of art, literature, music, food, and sensual enjoyments in Britain and France. Readings include changing theories concerning the five senses; efforts to master the passions; the rise of sensibility and feeling for others; concerts and the patronage of art; the professionalization of the senses. —D. Valenze
4 points. Tu 2:10–4:00

HIST W 4370x**Gender and State in the Era of Mass War**

—S. Pederson

4 points.

HIST W 4384x

Jacqueville

—S. Moyn

4 points.

HIST BC 4391x–4392y

Senior Research Seminar

Individual research and writing in medieval, early modern, and modern European history. See Requirements for the Major for details. —Staff

4 points. W 4:10–6:00

HIST W 4670y

Politics, Culture, and the New Negro Movement 1900–1930

—J. Wilson

4 points.

HIST BC 4904y

Introduction to Historical Theory and Method

A writing-intensive introduction to modern historical theories and methods. Emphasis on the critical reading of a wide range of primary and secondary historical sources. —J. Kaye

Recommended for, but not limited, to new history majors.

4 points. Tu 11:00–12:50

Lectures: American History

HIST BC 1401x

Survey of American Civilization to the Civil War

The major theological and social concerns of 17th-century English colonists; the political and ideological process of defining an American; the social and economic forces that shaped a distinctive national identity; the nature of the regional conflicts that culminated in civil war. —H. Sloan

3 points. TuTh 2:40–3:55

HIST BC 1402y

Survey of American Civilization Since the Civil War

The major intellectual and social accommodations made by Americans to industrialization and urbanization; patterns of political thought from Reconstruction to the New Deal; selected topics on post-World War II developments. —T. Russell

3 points. TuTh 11:00–12:15

HIST W 3402x

The American Frontier to 1800

—J. Chaplin

3 points.

HIST BC 3406x

American Intellectual History to the Civil War

3 points. *Not offered in 2003–04.*

HIST BC 3423y

The Constitution in Historical Perspective

The development of constitutional doctrine, 1787 to the present. The Constitution as an experiment in Republicanism; states' rights and the Civil War amendments; freedom of contract and its opponents; the emergence of civil liberties; New Deal intervention and the crisis of the Court; and the challenge of civil rights. —H. Sloan

3 points. *Not offered in 2003–04.*

HIST W 3432y
U.S. in the Era of Civil War and Reconstruction
 —E. Foner
 3 points.

HIST W 3434y
The American West
 —E. Baker
 3 points.

HIST W 3441y
Making of the Modern American Landscape
 —E. Blackmar
 3 points.

HIST W 3441y
Making of the Modern American Landscape
 —E. Blackmar
 3 points.

HIST BC 3445y
American Sports History
 The development of American sports in the 19th and 20th centuries: including the relationship between sports and American national identity; sports' impact on ideas about gender roles; the impact of industrialization and urbanization; and the importance of race and class in shaping sports culture.' —K. Jay
Prerequisite: HIST BC 1052 or its equivalent recommended.
 3 points. MW 10:35–11:55

HIST BC 3457y
A Social History of Columbia University
 Traces the University's history from 1754 to the present; will focus on institutional interaction with NYC, governance and finance, faculty composition and the undergraduate extra-curriculum; attention also to Columbia professional schools and Barnard College. —R. McCaughey
 3 points. Not offered in 2003–04.

HIST W 3460x
Topics and Explorations in Women and Gender
 —A. Kessler-Harris
 3 points.

HIST BC 3466y
American Intellectual History Since 1865
 An examination of the major ideas engaging American intellectuals from Appomattox to the present, with special attention to their institutional settings. Topics include Darwinism, the rise of the professoriate, intellectual progressivism, inter-war revisionism, Cold War liberalism, and neo-conservatism. —R. McCaughey
 3 points. Not offered in 2003–04.

HIST BC 3467x
America Since 1945
 A consideration of the Cold War, containment, and the atomic bomb; McCarthyism; the Civil Rights movement; the Vietnam War; student unrest and counterculture; and the response to the 1960's. Emphasis on relation between domestic and foreign affairs. —M. Carnes
 3 points. MW 11:00–12:15

HIST BC 3470x

Modern American Social Movements

Major American social movements after World War II, including: civil rights, anti-war protests, women's rights, fundamentalism, gay and lesbian rights, and environmentalism. Examines the actions, rhetoric, and impact of these major movements; the connection between grassroots efforts and national legal and political change; and the shifts from "rights revolution" to identity politics. —K. Jay
Prerequisite: HIST BC 1052 or its equivalent recommended.

3 points. MW 11:00–12:15

HIST W 3491x

U.S. Foreign Relations, 1890–1970

—A. Stephanson

3 points.

HIST BC 3494y

The Era of Independence in the Americas (U.S., Haiti, Mexico)

—H. Sloan

3 points. TuTh 2:40–3:55

HIST BC 3496y

History of American Cities

The physical, political, social, and economic changes in cities across the United States, from settlement to the present. Topics will include economic development, immigration, industrialization, suburbanization, segregation, urban decline, and urban revitalization. —O. Gutfreund

3 points. Not offered in 2003–04.

HIST BC 3520x

The U.S., 1918–1945: Prosperity, Depression, and War

American society from the end of the First World War to the end of the second. Topics include the labor movement, consumerism, jazz and the erotic, the women's movement, prohibition, nativism, the "New Negro," the Great Depression, the New Deal, radical movements, and the home front during World War II. —T. Russell

3 points. TuTh 11:00–12:15

URBS V 3525y

Twentieth-Century Urbanization in Comparative Perspective

—O. Gutfreund

3 points. Not offered in 2003–04.

HIST W 3535x

History of the City of New York

—K. Jackson

3 points.

HIST W 3540y

History of the South

—B. Fields

3 points.

HIST BC 3567x

American Women in the 20th Century

A consideration of women's changing place in modern America; the "family claim"; women in the workplace; educational expansion; the battle for suffrage; social reformers; the sexual revolution; women in the professions; the crisis of depression and war; the feminine mystique; and the new feminism. —R. Rosenberg

3 points. Not offered in 2003–04.

HIST W 3582y**Labor and Class Formation in African-American History, 1865–1950**

—S. Roberts

3 points.

Seminars: American History

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required.

AMST BC 3401x**Colloquium in American Studies: Cultural Approaches to the Past**

Colloquium—see American Studies for description. —T. Russell

4 points. Tu 4:10–6:00

HIST W 4500x**Nature in the New World**

—J. Chaplin

4 points.

HIST W 4518x**Slavery and Emancipation in the United States**

—E. Foner

4 points.

HIST W 4550x**Senior Thesis Seminar in U.S. History**

—E. Blackmar

4 points.

HIST W 4584x**History of African-American Health and Health Movements**

—S. Roberts

4 points.

HIST BC 4586x**The Civil Rights and Black Power Movements**

An examination of the history of the American civil rights and black power movements of the 1950s and 1960s. Examines a wide variety of activities that took place within and around the movements, including political protest and cultural expressions. —T. Russell

4 points. Not offered in 2003–04.

HIST BC 4410x**Approached by Sea: Early American Maritime Culture**

The Atlantic Ocean in the sighting, settling, and formation of three American colonial cultures; the early U.S. as an international maritime presence; and the decline of the Atlantic in the material and imaginative development of mid-19th-century America. Approach will be interdisciplinary and will use the Internet. —R. McCaughey

4 points. Tu 4:10–6:00

HIST BC 4423x**Origins of the Constitution**An examination of the creation of the Constitution; consequences of independence; ideological foundations; the Articles of Confederation and the Critical Period; the nationalist movement and the Convention; anti-federalism and ratification; and the Bill of Rights. Readings from selected secondary and primary sources, including *The Federalist*. —H. Sloan

4 points. Not offered in 2003–04.

HIST W 4426x
People of the Old South

—B. Fields

4 points.

HIST W 4429y
Telling About the South

—B. Fields

4 points.

HIST BC 4466y
Progressive Women: 1890–1920

An exploration of women's activism in public life and social reform. Topics include separatism, institution-founding, the college experience, women's professions, the settlement movement, trade unionism, suffragism, pre-war radicalism, social feminism, and utopian feminism. —N. Woloch

4 points. Not offered in 2003–04.

HIST BC 4468y
American Women in the 1920s

An exploration of women's lives from World War I to the Great Crash. Topics include women's politics, domestic roles, the female work force, collegiate life, the new morality, flaming youth, women in the Harlem Renaissance, women's literature, and the paradox of modern feminism.

—N. Woloch

4 points. Tu 11:00–12:15

HIST BC 4490y
America in the 1950s

An examination of social cultural and political events of the 1950s. Special focus on the development of youth culture, the interplay between politics and culture, family life, sexuality, and gender roles, the struggle for equality and civil rights, and the role of television and Hollywood in creating cultural forms. —K. Jay

4 points.

HIST BC 4542x
Education in American History

A consideration of the place educational institutions, educational ideas, and educators have played in American life. Emphasis will be on the connection between education and social mobility. —N. Woloch

4 points. Tu 2:10–4:00

HIST BC 4543y
Higher Learning in America

An examination of the history of American colleges and universities from the colonies to the present; special emphasis on the evolving relationship between academic institutions and the political and social orders. —R. McCaughey

4 points. Not offered in 2003–04.

HIST BC 4546y
The Fourteenth Amendment and Its Uses

The role of the 14th Amendment in shaping the modern American Constitution; theories of judicial review; the rise and fall of economic due process; the creation of civil liberties; the civil rights revolution; and the end of states' rights. —R. Rosenberg

4 points. Not offered in 2003–04.

HIST W 4582y
Looking at Nature in the United States, 1800–Present

—W. Leach

4 points.

HIST W 4584x**History of African-American Health and Health Movements**

—S. Roberts

4 points.

HIST BC 4586x**Civil Rights and Black-Power Movements**

An examination of the history of the American Civil Rights and black power movements of the 1950s and 1960s. Examines a wide variety of activities that took place within and around the movements, including political protests and cultural expressions. —T. Russell

4 points. Not offered in 2003–04.

HIST W 4590x**The Demographic History of the United States**

—H. Klein

4 points.

HIST BC 4901y**Reacting to the Past II**

The collision of ideas in three modern contexts: Rousseau, Burke and Revolution in France, 1791; Freud-Jung and the Nature of the Unconscious; and Hindu and Muslim nationalism, Gandhi, and the making of a nation on the eve of independence in India, 1945. Reacting I, a First-Year seminar, is recommended. —x: Natasha Gill; y: M. Carnes

4 points. x: MW 11:00–12:15; y: MW 2:40–3:55

HIST BC 4493x–4494y**Senior Research Seminar**

Individually guided research in diverse aspects of American history and the presentation of results in seminar and in the form of the senior essay. See Requirements for the Major for details. —Staff
Open to senior majors and to others by permission of the instructor.

4 points. W 4:10–6:00

Lectures: Asian, Latin American, and African History**HIST W 3661y****History of Latin-American Civilization II**

—P. Piccato

3 points.

HIST BC 3666x**Mexico From Colony to Nation**

—J. Rodriguez

3 points. TuTh 10:35–11:50

HIST BC 3668y**Social Revolutions in Latin America**

The history of social revolutions in modern Latin America reveals shared and contrasting patterns of causes, processes, and results. Compares and contrasts the revolutionary experience among several Latin American cases, with special attention given to the Mexican Revolution and its impact on Mexican society. —J. Rodriguez

3 points. Tu Th 10:35–11:50

HIST W 3680y**History of Brazil**

—H. Klein

3 points.

HIST W 3764x

History of East Africa, 1850–Present

—M. Wright

3 points.

HIST BC 3778y

A History of West Africa

Introduction to the major themes in the history of West Africa. Topics include state formation, the structures and impacts of long-distance trade, West African encounters with Islam and Christianity, European colonialism, decolonization, and the constructions of gender and ethnic identities.

—Anene Ejikeme

3 points. MW 11:00–12:15

HIST BC 3802x

Modern South Asia

An introduction to South Asian history (17–20 c.) that explores the colonial economy and state formation; constitution of religious and cultural identities; ideologies of nationalism and communalism, caste and gender politics; visual culture; and the South Asian diaspora. —A. Rao

3 points. MW 11:00–12:15

HIST BC 3861y

Chinese Cultural History 1500–1800

An introduction to visual and material cultures of China, including architecture, food, fashion, printing, painting, and the theatre. Using these as building blocks, new terms of analyzing Chinese history are explored, posing such key questions as the meaning of being Chinese and the meaning of being modern. —D. Ko

An introductory Asian history course preferred but not required.

3 points. TuTh 5:40–6:55

HSEA W 3863y

The History of Modern Korea

—C. Armstrong

3 points.

HIST W 3891x

The Asia-Pacific Wars, 1931–1975

—C. Armstrong

3 points.

Seminars: Asian, Latin American, and African History

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required. See under Asian and Middle Eastern Cultures for additional courses.

HIST BC 4661x

History of Mexican Borderlands with the United States

The transformation of the northern frontier of Mexico into shared borderlands with the United States covered through an in-depth study of pertinent topics such as colonial legacies, the U.S.-Mexican War, indigenous cultures, ethnic relations, immigration, economic development, and trade, and urban growth. —J. Rodriguez

4 points. W 2:10–4:00

HIST BC 4662y

Family Social History in Latin America

—J. Rodriguez

4 points. W 2:10–4:00

HIST BC 4761y**Life Histories of African Women**

Explores the lived experiences of African women via the media of autobiography and biography. Examines the nature of personhood in African societies, what it has meant to be a person, what rights and obligations that entailed, and differences between different categories of persons. —A Ejikeme
4 points. Tu 2:10–4:00

HIST W 4860y**Culture and Society in Chosen Korea, 1392–1910**

—J. Haboush

4 points.

HIST BC 4861x**Body Histories: The Case of Footbinding**

The deceptively small subject of footbinding provides a window into the larger family dynamics and sexual politics in Chinese history and society. Explores the multiple representations of footbinding in European travelogues, ethnographic interviews, Chinese erotic novels and prints, and the polemics of modern and feminist critiques. —Dorothy Ko
4 points. Tu 11:00–12:50

HIST W 4890y**Historiography of East Asia**

—G. Pflugfelder

4 points.

HIST W 4670x, y**Politics, Culture, and the New Negro Movement**

—W. James

4 points.

HIST BC 4802x**History and Human Rights: Capitalism, Colonialism, Culture**

—A. Rao

Prerequisite: Prior course in non-Western history and permission of instructor.

4 points. Not offered in 2003–04.

HIST BC 4804y**Political Modernity (Themes in South Asian History)**

—A. Rao

Prerequisite: Prior course in non-Western history and permission of instructor.

4 points. Not offered in 2003–04.

Research, Historiography, Trans-National**HIST BC 4490y****America in the 1950s**

—K. Jay

4 points. Not offered in 2003–04.

Other Offerings

Full description of courses of interest to students of history offered by Barnard faculty can be found elsewhere in this catalogue under the department or interdisciplinary program in which the course is offered. For Columbia graduate history lecture courses open to undergraduates (“4000 level”) and courses jointly sponsored with other Columbia departments, see the *Columbia University Bulletin*.

Courses Offered at Reid Hall in Paris

Information about the program is available in 203 Lewisohn Hall or ce.columbia.edu/paris.

HUMAN RIGHTS STUDIES

416B Lehman Hall

854-4036

www.barnard.edu/humright

This program is supervised by the Barnard Committee on Human Rights Studies:

Director: Peter Juviler, Professor Emeritus of Political Science and Senior Scholar

Anthropology: Paige West

Asian and Middle Eastern Cultures: Rachel McDermott

Comparative Literature: Peter Connor (French)

Economics: Sanjay Reddy

English: James Basker

French: Serge Gavronsky

History: Anupama Rao

Political Science: Dennis Dalton, Peter Juviler

Psychology: Larry Heuer

Religion: John S. Hawley, Alan Segal

Slavic: Catherine Nepomnyashchy

Sociology: Jonathan Rieder

Women's Studies: Janet Jakobsen

University Interdepartmental Committee on Human Rights:

Magda al-Nowaihi, Middle East and Asian Languages and Cultures

Jose Alvarez, Law

Jagdish Bhagwati, Economics

Irene Bloom, Asian and Middle Eastern Cultures, Barnard

Hamid Dabashi, Middle East and Asian Languages and Cultures

Joan Ferrante, English and Comparative Literature

Louis Henkin, Law (University Professor)

Peter Juviler, Political Science, Barnard

Mahmoud Mamdani, Anthropology

J. Paul Martin, Center for the Study of Human Rights

Andrew J. Nathan, Political Science

Julie Stone Peters, English and Comparative Literature

Thomas Pogge, Philosophy

David Rothman, History

Gayatri Chakravorty Spivak, English and Comparative Literature

With the proliferation of human rights institutions over the past half century and the central place of human rights in current debates about social justice, global equity, the role of war crimes tribunals and truth commissions, the problems of humanitarian intervention, or the changing role of global economic institutions, human rights standards have become crucial touchstones of contemporary ethics and politics. The program in human rights studies engages students in the emergent interdisciplinary discussion of

rights, providing them with a knowledge of the theory and practice of human rights, stimulating critical examination of the historical and conceptual antecedents, selection and formulation, enforcement and violation, political and discursive uses of human rights, and allowing them the opportunity to reflect on a set of beliefs and practices fundamental to the shaping of their world. This interdisciplinary program is designed to be pursued alongside a major in one of the departments with a disciplinary or area studies focus—including, but not limited to American Studies, Anthropology, Asian and Middle Eastern Cultures, Comparative Literature, English, French, German, History, Italian, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women's Studies.

REQUIREMENTS FOR THE COMBINED MAJOR

A minimum of six courses in Human Rights Studies, including V3001x Introduction to Human Rights and at least two other courses from among those designated “core courses,” the rest “related” courses, and a complete major in a relevant department, are required for a combined major in Human Rights Studies. Where courses in Human Rights Studies also satisfy departmental requirements, no more than three Human Rights Studies courses may count toward the major. Besides the six courses in Human Rights Studies, students will be asked to submit a senior thesis or project in the area of human rights studies, written in the major department or in conjunction with Human Rights Studies W3997x and W3998y *Independent Study*. Those interested in a combined major should consult with the Director or other members of the Committee on Human Rights Studies. See also the web site www.barnard.edu/humright for updates on course offerings.

CORE COURSES FOR HUMAN RIGHTS

HRPS V 3001x (Required) **Introduction to Human Rights**

Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally. —A. Nathan
3 points.

HRTS W 3910x **Human Rights Colloquium: Legal Texts, Testimony, and the Culture of Rights**

Looks at a series of central issues in human rights from an interdisciplinary viewpoint, examining seminal essays on the theory of rights, legal texts, testimony, and case studies, at the same time serving as a forum for the development of individual research projects. —J. Peters
4 points.

HRTS W 3397x and W 3998y **Independent Study**

Independent research and writing project. See the web site or the program office for application details and deadlines. —Staff
1–4 points.

HRTS W 3995x–3996y **Senior Seminar in Human Rights**

—J. Peters
4 points.

Asian Studies

ASCE W 4320

Human Rights and Social Justice in Comparative Perspective

—I. Bloom

4 points.

Comparative Literature—English

CLEN W 3740

Comparative Modern Texts: International Short Stories and Human Rights

—J. Slaughter

4 points.

CLEN W 3910

Seminar: Women, Religion, Human Rights

—J. Ferrante

4 points.

CLEN W 4905

Literature and Human Rights

—J. Peters

3 points.

History

HIST W 3937

Jewish Rights and Political Emancipation

—Y. Yarushalmi

Permission of instructor required. All primary sources will be read in English.

4 points.

HIST W 3980

History, Rights, and Difference: a Colonial/ (Post-) Colonial Perspective

—R. Birla

3 points.

HIST W 4906x

Nuremburg and Beyond: Human Rights and Medicine

—D. Rothman

4 points.

Philosophy

PHIL W 4710

Human Rights and Social Justice

—T. Pogge

3 points.

Political Science

POLS BC 3326

Colloquium on Civil Rights and Liberties

—P. Franzese

Limited enrollment.

3 points.

POLS BC 3410

Colloquium on Human Rights in a Diverse World

—P. Juviler

Limited enrollment.

4 points.

Religion

RELI G 4800

Contemporary Questions in Religion and Human Rights

—J. Chuman

3 points.

A CURRENT LIST OF RELATED COURSES WILL BE AVAILABLE ON
WWW.BARNARD.EDU/HUMRIGHT.

ITALIAN

320 Milbank Hall

854-5481, -8312

www.barnard.edu/italian/

Associate Professor: Nelson Moe

Senior Associate: Daniela Noè (Language Coordinator)

Other officers of the University offering courses in Italian:

Professors: Teodolinda Barolini, Luciano Rebay¹

Associate Professor: Jo Ann Cavallo

Assistant Professors: Flora Ghezzeo, Andrea Malaguti

Lecturers: Mario Bellati, Scott Failla, Maria Luisa Gozzi, Barbara Spinelli (Columbia Language Coordinator)

¹Absent on leave Autumn term.

Undergraduate instruction in Italian has long been fully and successfully integrated among the various undergraduate schools—Barnard College, Columbia College, and the School of General Studies. All courses are open to Barnard students. The Advanced Italian course, though part of the requirement for a major in Italian, is open to all qualified students whose main goal is to improve their competence in the language.

A major in Italian offers the advantages of closely supervised work for a small number of students. Through the Senior Seminar, the major can study in a chosen area under the experienced guidance of a specialist.

The courses given in English have no prerequisites and are open to students majoring in other departments who nevertheless wish to study Italian literature and culture.

The Barnard Italian office is located in 320 Milbank, and the Columbia department is housed in 502 Hamilton.

Graduate courses are open to qualified students with permission of the instructor.

REQUIREMENTS FOR THE MAJOR

The courses in Italian are designed to develop proficiency in all the language skills and to present the literary and cultural traditions of Italy. The program of study is to be planned as early as possible.

The following courses are required unless advanced standing is attained in the Department placement examination:

ITAL V 1101–V 1102 *Elementary I & II*

ITAL V 1201–V 1202 *Intermediate I & II*

Ten courses are required for the major, including:

ITAL V 3333–V 3334 *Introduction to Italian Literature I & II*

ITAL W4502–W4503 *Italian Cultural Studies I & II*

ITAL V 3335–V 3336 *Advanced Italian*

ITAL V 3993 x or y *Senior Seminar*

plus at least five more courses in Italian numbered above ITAL W 1312.

REQUIREMENTS FOR THE MINOR

A minimum of five courses is required for the minor, to be selected from courses including and numbered above ITAL V 3333–V 3334.

Language Requirement

The language requirement can be fulfilled with ITAL V 1101–V 1102 and V 1201–V 1202 (or their equivalents). Students who have taken courses in Italian elsewhere (whether in high school, in college, or both) but not at Barnard or Columbia must take the Italian placement test before registering for any Italian course. The test is given during the preregistration period and the first week of classes in 502 Hamilton.

COURSES OF INSTRUCTION

ITAL V 1101x–V 1102y

Elementary Full-Year Italian

Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking. No credit is given for V 1101 until V 1102 has been completed. —Staff

Enrollment limited to 20 students per section.

4 points.

ITAL F 1101x–F 1102y

Elementary Full-Year Italian

—Staff

4 points.

ITAL F 1102x, F 1101y

Elementary Full-Year Italian

—Staff

4 points.

ITAL W 1111x, W 1112y

Elementary Conversation

Intensive practice in pronunciation, vocabulary, comprehension of the spoken language, and conversation. —M. Bellati

Prerequisite for W 1112: W 1111 or the equivalent, or sufficient fluency to satisfy the instructor.

Conversation courses may not be used to satisfy the language requirement.

2 points.

ITAL V 1121y

Intensive Elementary Italian

No previous knowledge of Italian required. May be used toward the fulfillment of the language requirement. An integral course with oral-aural practice, reading, and conversation, this course covers two semesters of elementary Italian in one. —M.L. Gozzi

Recommended parallel: ITAL V 1102. Limited enrollment. Offered only in Spring.

6 points.

ITAL V 1201x–V 1202y

Intermediate Italian

Review of grammar; intensive and extensive reading, composition, and practice in conversation. —Staff

Prerequisite: V/F 1102 or the equivalent. Enrollment limited to 20 students per section.

4 points.

ITAL F 1201x–F 1202y

Intermediate Italian

—Staff

Prerequisite: V/F 1102 or the equivalent.

4 points.

ITAL F 1202x–F 1201y

Intermediate Italian

—Staff

Prerequisite: V/F 1201 (or 1202), V/F 1102 or 1201, or the equivalent.

4 points.

ITAL W 1221x, W 1222y

Intermediate Conversation

Intensive practice in the spoken language, assigned topics for class discussions, and oral reports.

—S. Failla

Conversation courses may not be used to satisfy the language requirement. Prerequisite: ITAL W 1112 or sufficient fluency to satisfy the instructor.

2 points.

ITAL V 1301x–V 1302y

Accelerated Elementary Italian

A two-semester course recommended for students who have already completed the language requirement in another language and can acquire Italian at a faster pace than the F/V 1101–2 Elementary Italian sequence. This course covers the equivalent of a full year of first-year Italian grammar, and then moves on to intensive writing and reading literary texts in Italian. —S. Failla
Prerequisites: (1) completion of the language requirement; (2) knowledge of another Romance language; (3) permission of the department.

4 points.

ITAL W 1311x, 1312y

Advanced Conversation

Practice in listening and speaking through assigned topics on contemporary Italian culture.

—M.L. Gozzi

Conversation courses may not be used to satisfy the language requirement.

Prerequisite: ITAL W 1222 or permission of the instructor.

2 points.

ITAL V 3335x, V 3336y

Advanced Italian

Written and oral self-expression in Italian; brief papers and oral reports on a variety of topics, including films and literature; grammar review. —M.L. Gozzi

Prerequisite: V 1201–1202 or the equivalent.

3 points.

Literature Courses

For non-majors, the literature courses listed below will count toward the distribution requirement.

ITAL V 3227y

Contemporary Italian Women Writers

Works by contemporary Italian women writers from the 1950s to the 1990s studied through commentary by various critics and philosophers. —D. Noè

Primary readings and lectures in Italian; some critical and theoretical works in English. Prerequisite: two years of college-level Italian or the equivalent.

3 points. Not offered in 2003–04.

ITAL V 3700

“See Naples and Die”: Portrait of a City

Explores the cultural history of Naples and the Neapolitans over the past two centuries in diverse areas including literature, film, theatre, and music. Works will include texts by Serao, Croce, Benjamin, Gramsci, De Filippo, and Ortese; films by Rossellini, Rosi, and Pasolini. —N. Moe
Primary readings and lectures in Italian; some critical works in English.

3 points. Not offered in 2003–04.

ITAL V 3333x, V 3334y**Introduction to Italian Literature**

Introduction to literary theory and problems and to in-depth textual analysis. Authors and works from the 13th century to the present; the basic course in Italian literature. —J.A. Cavallo, L. Rebay
Prerequisite: V 1201–V 1202 or the equivalent.

3 points.

ITAL V 3449y**Modern Italian Literature**

Nineteenth- and 20th-century prose and poetry. Texts read in the original. Lectures and class discussions in both Italian and English. —L. Rebay

Prerequisite: ITAL V 1202 or F 1202 or the equivalent.

3 points. Not offered in 2003–04.

ITAL V 3635y**Italian Renaissance Literature and Culture**

Key texts of the period with an emphasis on Florentine literature and culture of the 15th and early 16th centuries. Topics include literary criticism and art theory in the light of Florentine civic humanism, popular and courtly chivalric poetry, theology and philosophy, and politics. Lectures in English, texts in Italian. —J.A. Cavallo

Prerequisite: ITAL F 1202 or V 1202, or the equivalent.

3 points. Not offered in 2003–04.

ITAL V 3642y**Italian Film: Imagining the Nation**

Explores the representation of national identity in Italian cinema from the silent era to the present. Focuses on how both geography and history are used to construct an image of Italy and the Italians. Films by major neo-realist directors (Rossellini, De Sica, Visconti) as well as by leading contemporaries (Moretti, Amelio). —N. Moe

3 points. Not offered in 2003–04.

CLIA V 3660y**Mafia Movies: *The Godfather* to *The Sopranos***

Examines representations of the mafia in American and Italian film. Special attention to questions of ethnic identity and immigration. Comparison of the different histories and myths of the mafia in the U.S. and Italy. Readings include novels, historical studies, and film criticism. —N. Moe

3 points.

ITAL V 3993x, y**Senior Seminar (with Thesis)**

Readings in literary criticism and cultural theory providing a context for the research and writing of a senior thesis. Topic for 2003–04: Antonio Gramsci's cultural writings. Weekly discussions of assigned readings and workshop presentations of student research and writing. Thesis topic to be chosen in consultation with the instructor; a second faculty member may be the primary director of the thesis. —N. Moe

Required of students with a major in Italian. Open to other qualified students with permission of instructor.
 3 points.

ITAL W 4000x**Stylistics**

Students read short texts, analyze the anatomy of an Italian essay, observe and practice sophisticated sentence structures, solidify their knowledge and usage of Italian grammar, and expand their vocabulary. After discussing and analyzing examples of contemporary prose, students integrate the structures and vocabulary they have acquired into their own writing. —F. Ghezzi

Prerequisite: Italian V 3336 or the equivalent.

3 points.

ITAL W 4252x

Antonio Gramsci: Literature, Culture, Power

Examines the writings of Antonio Gramsci and their influence on literary criticism, cultural studies, and filmmaking. Includes works by Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Pier Paolo Pasolini; criticism by Raymond Williams, Edward Said, Stuart Hall; films by Luchino Visconti, the Taviani Brothers, Pasolini. —N. Moe

3 points. Not offered in 2003–04.

ITAL W 4051y

Ideology and Politics in Italian Renaissance Literature

Moves from political and historical to literary texts, examining each author's perspective on the sociopolitical issues that dominated Italian Renaissance culture. Major authors (e.g., L.B. Alberti, Guicciardini, Ariosto) will be read alongside lesser known ones. —J.A. Cavallo

3 points. Not offered in 2003–04.

CLIA G 4074y

Montale

Montale's work against the background of Italian and European poetry —L. Rebay

Prerequisite: instructor's permission.

3 points. Not offered in 2003–04.

ITAL G 4053x–4054y

Contemporary Italian Literature I & II

From D'Annunzio and Pirandello to the poets and novelists of our day. Variable-content course; may be repeated for credit. —L. Rebay

3 points. Not offered in 2003–04.

ITAL W 4060x

Italian Quattrocento Civic Humanism

Moral philosophy, art and literary theory, history, and educational methods in the writings of Coluccio Salutati, Leonardo Bruni, Poggio Bracciolini, Matteo Palmieri, L.B. Alberti, Guarino Veronese and his son Battista, and Lorenzo Valla. —J.A. Cavallo

Students can read texts in Latin, Italian, and/or English.

3 points. Not offered in 2003–04.

ITAL G 4079x

Boccaccio's *Decameron*

The *Decameron* in light of its antecedents, both classical and vernacular, and of its intertexts, especially Dante's *Commedia*, with particular attention to Boccaccio's attitudes toward women and his deployments of narrative to undercut all absolutism. —T. Barolini

3 points.

ITAL G 4089y

Petrarch's *Canzoniere*

A reading of the *Canzoniere* that brings to bear ideas on time and narrative from authors such as Augustine and Ricoeur in order to reconstruct the significance of collecting fragments in a new genre: the lyric sequence. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome. —T. Barolini

3 points.

ITAL G 4097x–4098y

The Italian Renaissance Romance Epic I & II

An in-depth study of Boiardo's *Orlando Innamorato*, Ariosto's *Orlando Furioso* and *Cinque Canti*, and Tasso's *Rinaldo* and *Gerusalemme Liberata*. Topics include the role of allegory, the presence of history, the use of classical and vernacular intertexts, and the influence of European intellectual currents. —J.A. Cavallo

3 points. Not offered in 2003–04.

ITAL G 4110x**Representations of the South in Modern Italian Literature**

Literary representations of the Italian South from the late nineteenth century to the present. Special attention to the symbolic importance of the South in modern Italian culture. Short stories and novels by Verga, D'Annunzio, Pirandello, Alvaro, Levi, Lampedusa, and Sciascia. —N. Moe
3 points.

ITAL W 4130**Aesthetics of the Obscene: the Poetry of Carlo Porta and Giuseppe Gioachino Belli**

—L. Rebay

3 points.

ITAL W 4091x–W4091y**Dante's *Divina Commedia***

A one-year course in which the *Commedia* is read over two consecutive semesters for a thorough grounding in the entire text and an introduction to the complexities of its exegetical history. Particular attention is given to Dante's mimesis, his construction of an authorial voice that generations of readers have perceived as "true." —T. Barolini

Prerequisite: ITAL V 1202 or F 1202, or the equivalent.

3 points. Not offered in 2003–04.

ITAL W 4502x**Italian Cultural Studies I: From Unification to World War I**

An interdisciplinary study of Italian culture from the years of unification (1860) to the outbreak of World War I. —N. Moe

3 points.

ITAL W 4503y**Italian Cultural Studies II: From World War I to Present**

An interdisciplinary study of Italian culture from World War I to the present. —N. Moe

3 points.

ITAL G 4725x**Pirandello**

Pirandello's narrative and theoretical works as a background to his theoretical production; his place in the development of the European theatre.

3 points.

CLIA G 4772x**The Poetry of Giuseppe Ungaretti: Its French and Italian Origins**

A study of Ungaretti's work; its relationship to Baudelaire, Rimbaud, Mallarmé, Apollinaire, Valéry, and Italian lyricists from Petrarch to Leopardi, D'Annunzio, and the "Twilight" poets. Texts read in the original. —L. Rebay

Prerequisite: Instructor's permission.

3 points.

For additional offerings, and graduate courses open to undergraduate students with permission of the instructor, please contact the Italian Department at Columbia.

JEWISH STUDIES

219 Milbank Hall

854-2597

This program is supervised by the Committee on Jewish Studies:

Ingeborg Rennert Professor of Jewish Studies: Alan F. Segal (Director)

Professor of Sociology: Jonathan Rieder

Professor of History: Deborah Valenze

Other Officers of the University:

German: Miriam Hoffman (Lecturer in Yiddish)

History: Arthur A. Goren (Russell Knapp Professor of American Jewish History), Michael Stanislawski (Nathan Miller Professor of Jewish History), Eliot Wolfson (Adjunct Professor), Yosef Yerushalmi (Salo Wittmayer Baron Professor of Jewish History, Culture and Society)

Middle Eastern and Asian Languages and Cultures: Gil Anidjar (Assistant Professor of Hebrew Literature), Tamar Ben-Vered (Lecturer of Hebrew Language), Nehama Bersohn (Adjunct Assistant Professor of Hebrew Language), Dan Miron (Leonard Kaye Professor of Hebrew and Comparative Literature), Ruth Raphaeli (Senior Lecturer of Hebrew Language), Reeva Simon (Assistant Director Middle East Institute)

Religion: David Halivni (Lucius N. Littauer Professor of Classical Jewish Civilization), David Shatz (Adjunct Professor)

The program in Jewish Studies enables undergraduates to acquire a thorough knowledge of the most important aspects of Jewish culture, civilization, and history in an interdisciplinary setting. The purpose of the program is to help the student identify resources for constructing rigorously detailed and methodological majors.

The program begins from the assumption that a meaningful major can be most profitably framed in one of the existing departments—such as, but not limited to, American Studies, Ancient Studies, Anthropology, Art History, Asian and Middle Eastern Cultures, Classics, Comparative Literature, English, History, Music, Religion, Sociology, and Women's Studies. The program director would then certify that the subject matter of that major contains enough interest in Jewish subjects and is rigorous enough in methodology.

REQUIREMENTS FOR THE COMBINED MAJOR

A minimum of 6 courses in Jewish Studies, including *Introduction to Judaism* REL V 2620 or the equivalent, and a complete major in a relevant department are required for a combined major in Jewish Studies. Where courses in Jewish Studies also satisfy departmental major requirements, the student must complete at least three courses over and above what is normally required for the major. Students are encouraged to consult the offerings of other relevant departments and frame a major by centering on the methodological requirements of that major and utilizing the advising capacities of that department. Students, especially those who plan to continue in graduate Jewish Studies of any kind, are strongly encouraged to seek competence in Hebrew and other languages which were used by Jews in their particular area of concentration. Where possible, the courses in Jewish Studies should be taken across the major areas of Jewish history: Ancient (biblical); Hellenistic and Talmudic; Medieval; and Modern. Besides the six courses specifically in Jewish Studies, students must submit a Senior Thesis or project in the area of Jewish Studies, written in the major department or in conjunction with JST BC 3998 *Directed Research*.

MATHEMATICS

333 Milbank

854-3577

www.barnard.edu/math

Professors: David A. Bayer, Joan S. Birman, Walter D. Neumann (Chair)

Assistant Professor: Gregory Smith

Other officers of the University offering courses in Mathematics:

Professors: Panagiota Daskalopoulos, Robert Friedman (Chair), Patrick X. Gallagher, Dorian Goldfeld, Brian Greene, Richard Hamilton, Hervé M. Jacquet, Troels Jørgensen, Ioannis Karatzas, Igor Krichever², Masatake Kuranishi, John W. Morgan, D.H. Phong, Henry Pinkham, Shou-Wu Zhang¹

Associate Professors: Hubert Bray, Peter Ozsváth², Michael Thaddeus, Eric Urban

Assistant Professors: Philip Boalch, Xiaodong Cao, Linda Chen, Katherine Crowley, Calin Diaconu, Charles Doran, Darren Glass, Stanislav Jabuka, Leif Jensen, Ilya Kofman, Sean Paul, Michael Smirnov, Mao-Pei Tsui, Mu-Tao Wang, Peter Woit, Chia-Fu Yu

NSF Postdoctoral Fellow: Christopher Leininger

¹Absent on leave Spring term.

²Absent on leave 2003–04.

GENERAL INFORMATION

Students who have special placement problems, or are unclear about their level, should make an appointment with a faculty member or the chair.

Two help rooms, one in 404 Mathematics and one in 333 Milbank, will be open all term (hours will be posted on the door and the web) for students seeking individual help and counseling from the instructors and teaching assistants. No appointments are necessary. However, resources are limited and students who seek individual attention should make every effort to come during the less popular hours and to avoid the periods just before midterm and final exams.

COURSES FOR FIRST-YEAR STUDENTS

Groups and Symmetries (V 1010) and *Surfaces and Knots* (V 1011) give an introduction to aspects of contemporary mathematics, with high school mathematics as their only prerequisite. These courses are designed for students who do not intend to continue with any of the calculus offerings.

The systematic study of Mathematics begins with one of the following alternative sequences: *Calculus IA, IIA, IIIA, IVA* (Mathematics V 1101–2, V 1201–2); *Honors Mathematics I, II* (Mathematics V 1107–8), *Honors Math III–IV* (Mathematics V 1207–8).

Credit is allowed for only one of the calculus sequences. The A-sequence is a standard course in differential and integral calculus. The Honors Mathematics sequence covers the same material as the A sequence, but in more depth and with a more theoretical bent. Honors Mathematics III–IV is for exceptionally well-qualified students who have strong advanced placement scores. It covers second-year Calculus (V 1201–2) and Linear Algebra (Mathematics V 2010), with an emphasis on theory.

Calculus IIA is NOT a prerequisite for Calculus IIIA, so students who plan to take only one year of calculus may choose between IA and IIA or IA and IIIA. The latter requires a B or better in Calculus IA and is a recommended option for some majors.

PLACEMENT IN THE CALCULUS SEQUENCE

College Algebra and Analytical Geometry is a refresher course for students who intend to take Calculus but do not have adequate background for it.

Advanced Placement: Students who have passed the advanced placement test for Calculus AB with a grade of 4 or 5 or BC with a grade of 4 receive 3 points of credit. Those who passed Calculus BC with a grade of 5 will receive 4 points of credit or 6 points on placing into Calculus IIIA or Honors Math III and completing with a grade of C or better.

Calculus IA: Students who have not previously studied calculus should begin with Calculus IA. Especially talented students should also consider Honors Mathematics I.

Honors Mathematics I: Students with an interest in mathematics for its own sake should consider this course, which is especially designed for prospective mathematics majors. Included in the course is the material for single variable calculus, so it does not presume high school calculus. However, it is a more general introduction to mathematical methods and thought. It will not be repetitious for students who have had high school calculus.

Calculus IIA, IIIA: Students with 3 or higher on the Calculus AB or BC advanced placement test may start with Calculus IIA. Students with 5 on the Calculus BC test may start with Calculus IIIA.

Honors Mathematics III: Students who have passed the Calculus BC advanced placement test with a grade of 5, and who have strong mathematical talent and motivation, should start with Honors Mathematics III. This is the most attractive course available to well-prepared, mathematically talented first-year students, whether or not they intend to be mathematics majors. Students who contemplate taking this course should consult with the instructor. If this is not possible ahead of time, they should register and attend the first class.

REQUIREMENTS FOR THE MAJOR

The majors program in both mathematics and applied mathematics are appropriate for students who plan to continue their training in graduate school. Students who begin with Honors Mathematics III–IV will need to plan their succeeding course carefully with the help of an adviser.

For a major in Mathematics: 14 courses as follows:

Four courses in calculus or *Honors Mathematics I–IV*, including Advanced Placement Credit. Six courses in mathematics numbered above 2000, and four courses in any combination of mathematics and cognate courses. The courses in mathematics must include:

V 2010	<i>Linear Algebra</i> (or Honors Mathematics III–IV)
W 4041–2	<i>Introduction to Modern Algebra*</i>
W 4061–2	<i>Introduction to Modern Analysis*</i>
V 3951x, 3952y	<i>Undergraduate Seminar in Mathematics</i> (at least one term)

However, students who are not contemplating graduate study in mathematics may replace one or both of the two terms of MATH W 4061–W 4062 by one or two of the following courses: MATH V 2500, V 3007, or W 4032. In exceptional cases, the chair will approve the substitution of certain more advanced courses for those mentioned above.

*Note: It is strongly recommended that the sequences W 4041–2 and W 4061–2 be taken in separate years.

For a major in Applied Mathematics: 14 courses plus Junior Seminar in Applied Mathematics:

Four courses in calculus or *Honors Mathematics I–IV*, including Advanced Placement Credit.

V 2010	<i>Linear Algebra</i>
W 4061	<i>Introduction to Modern Analysis</i>
APM E 4901–2	<i>Seminar in Applied Mathematics, Junior year</i>
APM E 4903–4	<i>Seminar in Applied Mathematics, Senior year</i>

Additional electives, to be approved by the Applied Math Committee, e.g.:

V 2500	<i>Analysis and Optimization</i>
V 3007	<i>Complex Variables</i>
V 3027	<i>Ordinary Differential Equations</i>
V 3028	<i>Partial Differential Equations</i>
V 3030	<i>Dynamical Systems</i>
W 4032	<i>Fourier Analysis</i>
SIEO W 3658	<i>Probability</i>
APM E 4300	<i>Numerical Methods</i>

For a major in Mathematics–Statistics: 14 courses:

Five courses in mathematics:

V 1101, V 1102 and V 1201	<i>Calculus IA, IIA and IIIA or</i>
MATH V 1107, V 1108, V 1201	<i>(Honors Math I, II and Calculus IIIA)</i>
MATH V 2010	<i>Linear Algebra</i>
MATH V 2500	<i>Analysis and Optimization</i>

Five courses in statistics:

STAT W 1211	<i>Introduction to Statistics B</i>
STAT W 3000	<i>Introduction to Statistics: Probability Models or</i>
SIEO W 4105	<i>Probability</i>
STAT W 3659 or W 4107	<i>Statistical Inference</i>
STAT W 4315	<i>Linear Regression Models</i>
IEOR E 4106	<i>Introduction to Operations Research: Stochastic processes or</i>
SIEO W 4606	<i>Elementary Stochastic Processes</i>

One course in computer science that requires substantial work in programming.

Three courses of electives: An approved selection of advanced courses in mathematics, statistics, applied mathematics, computer science, or mathematical methods courses in physical or social sciences, including biology, economics, and physics.

Note: Students must obtain approval from an adviser in each of the two departments before selecting electives. Students should take MATH V 2010 Linear Algebra in the second semester of the second year. With the approval of their adviser, students may replace the two requirements STAT W 3000 or SIEO W 4105 and STAT W 3659/4107 with the 6-point course STAT W 4109.

For a major in Mathematics–Computer Science:

15 courses as follows:

Courses in mathematics:

V 1101, V 1102, V 1201, V 1202	Calculus IA, IIA, IIIA, IVA
or V 1107, V 1108, V 1207, V 1208	Honors Math I, II, III, IV (Note A)
V 2010	Linear Algebra
V 3020*	Number Theory and Cryptography (Note B)
W 4041	Introduction to Modern Algebra
W 4061*	Introduction to Modern Analysis (Note C)
V 3951 or V 3952	Undergraduate Seminars in Mathematics

Courses in computer science:

W 1007 or W 1009	Introduction to Computer Science
W 3137 or W 3139	Data Structures and Algorithms
W 3157	Advanced Programming
W 3203	Discrete Mathematics
W 3261	Computability and Models of Computation
W 3824	Computer Organization, I
W 4231*	Analysis of Algorithms, I, III
W 4241*	Numerical Algorithms and Complexity, I

*Electives—take two of four; in exceptional cases, other courses may be substituted with the approval of departmental representatives of both departments.

Note A: The Honors sequence also fulfills the MATH V 2010 Linear Algebra requirement.

Note B: May substitute MATH V 3021 or BC 2006.

Note C: May substitute MATH V 2500, V 3007, V 4032, V 3386, or W 4051.

Students seeking to pursue a Ph.D. program in either discipline are urged to take additional courses, in consultation with their advisers.

For a major in Economics and Mathematics, see page 176.

REQUIREMENTS FOR THE MINOR

For a minor in Mathematics or Applied Mathematics: Six courses from any of the courses offered by the department except W 1003 College Algebra and Analytic Geometry, V 1101/2 Calculus IA/IIA.

COURSES OF INSTRUCTION

Courses for First-Year Students

MATH W 1003x, y
College Algebra and Analytic Geometry

For students who wish to take calculus but do not have a firm enough grasp of basic mathematics. Topics include: linear functions, and introduction to the exponential and logarithm functions and to algebraic functions, trigonometry, and vectors in the plane. —Staff

This course does not fulfill the Quantitative Reasoning requirement.

3 points.

MATH V 1010x
Groups and Symmetry

An elementary introduction to the concept of a group. Groups of symmetries in art, architecture, and science. Groups of permutations. —Staff

Prerequisite: Intermediate algebra, geometry, and trigonometry.

3 points.

MATH V 1011y
Surfaces and Knots

An elementary introduction to contemporary topology. Topological graph theory. Surfaces, knots, links, and braids. —Staff

Prerequisite: Intermediate algebra, geometry, and trigonometry.

3 points.

MATH V 1101x, y
Calculus IA

Functions, limits, derivatives; introduction to integrals. —Staff

Prerequisite: A firm grasp of high school mathematics through trigonometry, or MATH W 1003 or the equivalent. The Help Room, 333 Milbank (hours posted on door), is open to students seeking individual help from the instructors and teaching assistants.

www.math.columbia.edu/courses/milbankhelp.

3 points.

MATH V 1102x, y
Calculus IIA

Methods of integration; applications of the integral; Taylor's theorem; infinite series; sequences and series. —Staff

Prerequisite: Course V 1101 or the equivalent.

3 points.

MATH V 1107x, 1108y
Honors Mathematics I–II

A two-semester introduction to single variable calculus. Recommended for mathematics majors.

The second semester may not be taken without the first. —Staff

3 points.

MATH V 1201x, y
Calculus IIIA

Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramer's rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. —Staff

Prerequisite: Either MATH V1101 with a grade of B or better or MATH V1102.

3 points.

MATH V 1202x, y
Calculus IVA

Multiple integrals, line and surface integrals, calculus of vector fields, fourier series. —Staff

Prerequisite: MATH V 1201 or the equivalent.

3 points.

MATH V 1207x, 1208y
Honors Mathematics III, IV

A unified treatment of multivariate calculus and linear algebra from a rigorous point of view. Students are required to attend the recitation. —Staff

Prerequisite: A grade of 5 in the Advanced Placement Exam (BC level) or satisfactory completion of V 1106–7, and a strong interest in learning how to construct mathematical proofs. Course V 1207 is the prerequisite for V 1208.

4 points.

General Courses

MATH BC 2006x

Combinatorics

Honors-level introductory course in enumerative combinatorics. Pigeonhole principle, binomial coefficients, permutations and combinations, Polya enumeration, inclusion-exclusion principle, generating functions and recurrence relations. —Staff

Prerequisite: MATH V 2010 is helpful as corequisite, not required.

3 points.

MATH V 2010x,y

Linear Algebra

Vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, canonical forms, applications. —Staff

Prerequisite: Calculus IIIA or Honors Math I, II.

3 points.

MATH V 2500y

Analysis and Optimization

Mathematical methods for economics. Quadratic forms, Hessian, implicit functions. Convex sets, convex functions. Optimization, constrained optimization, Kuhn-Tucker conditions. Elements of the calculus of variations and optimal control. —Staff

Prerequisites: Calculus IA-III A or the equivalent, MATH V 2010 Linear Algebra.

3 points.

MATH V 3007x, y

Complex Variables

Elementary course in functions of a complex variable; fundamental properties of the complex numbers; differentiability. Cauchy-Riemann equations; Cauchy integral theorem; Taylor and Laurent series, poles, and essential singularities; residue theorem and conformal mapping. —Staff

Prerequisite: V 1202.

3 points.

MATH V 3020x

Number Theory and Cryptography

Congruences. Primitive roots. Quadratic residues. Contemporary applications. —Staff

Prerequisite: One year of calculus.

3 points.

MATH V 3021y

Combinatorial Number Theory

Advanced topics in number theory. Continued fractions. Approximations by rational numbers.

Transcendental numbers. Arithmetic functions. Partitions of numbers and their generating functions.

Stress on the combinatorial and algorithmic aspects of number theory. Contemporary applications. —Staff

Prerequisite: MATH V 3020 or MATH W 4041.

3 points.

MATH V 3027x

Ordinary Differential Equations

Equations of order one; systems of linear equations. Second order equations. Series solutions at regular and singular points. Boundary value problems. Selected applications. —Staff

Prerequisite: MATH V 1102 and 1201 or equivalent. *Corequisite:* MATH V 2010 or equivalent.

3 points.

Upper-Level Courses

MATH V 3028y

Partial Differential Equations

Introduction to partial differential equations; first-order equations; linear second-order equations; separation of variables; solution by series expansions; boundary value problems. —Staff

Prerequisite: Course V 3027 or the equivalent and MATH V 2010 or the equivalent.

3 points.

MATH V 3030x

Dynamical Systems

Systems of differential equations, in particular nonlinear systems. Qualitative study of the solutions. Chaos. —Staff

Prerequisite: MATH V 1202 or V 1205, and MATH W 2010.

3 points. Not offered every year.

MATH V 3050y

Discrete Time Models in Finance

Elementary discrete time methods for pricing financial instruments, such as options. Notions of arbitrage, risk-neutral valuation, hedging, term-structure of interest rates. —Staff

Prerequisite: MATH V 1101, 1102, 1201, V 2010. *Recommended:* MATH V 3027 (or MATH E 1210) and SIEO W 3600.

3 points.

MATH V 3386x

Differential Geometry

Local and global differential geometry of submanifolds of Euclidean 3-space. Frenet formulae for curves. Various types of curvature for curves and surfaces and their relations. The Gauss-Bonnet theorem. —Staff

Prerequisite: MATH V 1202 or the equivalent.

3 points.

MATH V 3901x, 3902y

Supervised Readings in Mathematics

Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Sponsorship is limited to full-time instructors on the staff list. Written reports and periodic conferences will be required. —Staff

Permission of the chair and of the staff member who agrees to act as sponsor is required.

2 or 3 points.

MATH V 3951 x, 3952y

Undergraduate Seminars in Mathematics

Subject matter is announced at the start of registration and is different in each section. Each student prepares talks, to be given to the seminar, under the supervision of a faculty member or senior teaching fellow. —Staff

Prerequisite: Open to seniors and qualified juniors with the permission of the faculty member in charge of the seminar.

3 points. Consult 4th-floor bulletin board, Mathematics Building, for organizational meeting date and time, during registration period.

MATH W 4032x

Fourier Analysis

Fourier series and integrals, discrete analogues, inversion and Poisson summation formulae, convolution, Heisenberg uncertainty principle. The course will stress the application of Fourier analysis to a wide range of disciplines. —Staff

Prerequisite: Three terms of calculus and linear algebra or four terms of calculus.

3 points.

MATH W 4041x, W 4042y**Introduction to Modern Algebra**

The second term of this course may not be taken without the first. Groups, homomorphisms, ring ideals, fields, polynomials, and field extensions. Galois theory. —Staff

Prerequisite: MATH V 1202, V 2010, or the equivalent.

3 points.

MATH W 4043y**Advanced Topics in Algebra**

Advanced topics in algebra chosen from the following list. Ring theory, applications to algebraic geometry, geometry and number theory. Linear algebra: classical groups, projective geometry, Bruhat decomposition, classical groups over finite fields, linear representations of finite groups. Quadratic forms: orthogonal groups, quadratic forms over the fields of real and complex numbers, the finite fields, p-adic fields, the field of rational numbers, quadratic extensions. Field theory and Galois theory: finite fields, p-adic fields, quadratic fields, cyclotomic fields. —Staff

Prerequisite: MATH W 4041–4042.

3 points.

MATH W 4050x, V 3380y**Topics in Geometry and Topology**

Advanced topics in geometry and topology chosen by the instructor from the following list. Non-Euclidean geometry (e.g., hyperbolic, elliptic, projective), combinatorial topology, algebraic topology, knot theory, braid theory, Morse theory, dynamical systems, foliations, graph theory. The topics for 2003–04 are x: Knot Theory and y: Non-Euclidean Geometry. —I. Kofman and K. Crowley

Prerequisites: Check with instructor.

3 points.

MATH W 4051y**Basic Topology**

Metric spaces, continuity, compactness, quotient spaces. The fundamental group of a topological space. Examples from knot theory and surfaces. Covering spaces. —Staff

Prerequisite: MATH W 4041 or the equivalent. MATH V 1208 or W 4061 recommended.

3 points.

MATH W 4061x, 4062y**Introduction to Modern Analysis**

The second term of this course may not be taken without the first. Real numbers, metric spaces, elements of general topology. Continuous and differentiable functions. Implicit functions. Integration; change of variables. Function spaces. Further topics chosen by the instructor. —Staff

Prerequisite: MATH V 1202 or the equivalent, and MATH V 2010.

3 points.

MATH W 4071x**Introduction to the Mathematics of Finance**

The mathematics of finance, principally the problem of pricing derivative securities, developed using only calculus and basic probability. Topics include mathematical models for financial instruments, Brownian motion, normal and lognormal distributions, the Black-Scholes formula, and binomial models. —Staff

Prerequisites: MATH V 1202, V 3027, STAT W 4150 or their equivalents.

3 points.

MATH W 4081y**Introduction to Differentiable Manifolds**

The implicit function theorem. Concept of a differentiable manifold. Tangent space and tangent bundle, vector fields, differential forms. Stokes' theorem, tensors. Introduction to Lie groups. —Staff

Prerequisite: MATH W 4051 or MATH W 4061 and MATH V 2010.

3 points.

MATH W 4386–W 4387**Geometrical Concepts in Physics**

Material from topology and geometry with illustrations of their use in electrodynamics, general relativity, and Yang-Mills theory. In particular, topological and differential manifolds, tensors, vector bundles, connections, and Lie Groups are covered. —B. Greene

Prerequisites: MATH V 1202 or the equivalent and V 2010.

3 points. Not offered every year.

SIEO W 3658**Probability**

See details in Statistics Department listings.

SIEO W 4606**Elementary Stochastic Processes**

See details in Statistics Department listings.

APMA E 4901x–4902y**Seminar: Problems in Applied Mathematics**

Required for all applied mathematics majors in the junior year. Introductory seminars on problems and techniques in applied mathematics. Typical topics of nonlinear dynamics, scientific computation, economics, and operations research. —Staff

Prerequisite or corequisite: MATH V 3007, V 3028, and V 2010, or their equivalents.

0 points.

APMA E 4093x, 4094y**Seminar: Problems in Applied Mathematics**

Required for all applied mathematics majors in the senior year. It consists of the same weekly lecture as Engineering Mathematics E 4901–4902 plus two hours of tutorials a week. Examples of problem areas are nonlinear dynamics, asymptotics, approximation theory, and numerical methods. —Staff

Prerequisite or corequisite: MATH V 3007, V 3028, and V 2010, or their equivalents.

3 points.

Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.

MEDIEVAL AND RENAISSANCE STUDIES

422b Lehman Hall

854-4350

jkaye@barnard.edu

This program is supervised by the Committee on Medieval and Renaissance Studies:

Art History: Professors Keith Moxey, James Beck (CU), Stephen Murray (CU), David Rosand (CU); Assistant Professor Holger Klein (CU)

Classics: Professor Carmela Franklin (CU)

English: Professors Kathy Eden (CU), Anne Prescott, Joan Ferrante (CU), Robert Hanning (CU), David Scott Kastan (CU), James Shapiro (CU); Associate Professor Peter Platt; Assistant Professors Elizabeth Weinstock, Margaret Pappano (CU), Julie Crawford (CU); Lecturer Timea Szell

French: Assistant Professor Paul Creamer (CU); Lecturer Laurie Postlewait

History: Professor Martha Howell (CU); Associate Professors Joel Kaye (Chair), David Armitage (CU), Adam Kosto (CU); Assistant Professor Matthew Jones (CU)

Italian: Professor Teodolinda Barolini (CU); Associate Professor Jo Ann Cavallo (CU)

Philosophy: Professor Alan Gabbey, Associate Professor Christia Mercer (CU)

Religion: Professors Robert Somerville (CU), Peter Awn (CU); Assistant Professor Elizabeth Castelli

Spanish and Latin American Cultures: Professors Mirella Servodidio, Marcia Welles, Gonzalo Sobejano (CU); Assistant Professor Michael Agnew (CU)

This program enables undergraduates to acquire a thorough knowledge of the most important aspects of Medieval or Renaissance civilizations and to gain an awareness of the interdependence of historical and cultural developments.

REQUIREMENTS FOR THE MAJOR

Major programs are established individually with a concentration in one of these disciplines: art history, history, literature, philosophy, romance philology, music, or religion. Each student, after consultation with the chair, chooses an adviser in her area of concentration who guides her in developing a sequence of courses to be taken in the field.

A minimum of 11 courses is required for the major in Medieval and Renaissance Studies:

Five courses in the area of concentration;

Two history courses for students who are not concentrating in history;

Two courses in the other disciplines mentioned above for those who are;

Two electives in areas outside the concentration, to be chosen in consultation with the adviser; and

MRS BC 3998x and MRS BC 3999y, Directed Research, a two-semester program of interdisciplinary research leading to the writing of the senior essay.

(In some cases, a senior seminar in one of the departments may be substituted for MRS BC 3998x or 3999y.)

Students are required to write an interdisciplinary senior essay based on two semesters of research in their field of concentration and in another discipline, carried out under the supervision of their area adviser and another from the second discipline. The choice of topic for this senior project and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program.

In addition to the language used to fulfill the general four-semester requirement for graduation, the student must have completed two semesters of a second language (or the

equivalent) relevant to her area of concentration.

The following courses represent only a sample of those that can be taken to satisfy the program requirement. Other relevant courses may be taken with the permission of the chair.

No minor is offered in Medieval and Renaissance Studies.

COURSES OF INSTRUCTION

MRS BC 3998x, 3999y

Directed Research for the Senior Project

Two semesters of supervised interdisciplinary research in Medieval or Renaissance Studies terminating in the writing of a senior essay. The program of research is determined in consultation with the chair and under the guidance of the area adviser. It is supervised by the latter and an adviser from the second discipline involved in the project. —Staff

4 points.

Art History

AHIS W 3420y

Medieval Millennium: Objects of Desire

—S. Murray

3 points.

AHIS W 3650y

Early Medieval Art

—H. Klein

3 points.

AHIS W 3420y

Italian Renaissance Sculpture

—J. Beck

3 points.

AHIS W 4330x

Paris in the Middle Ages

—S. Murray

3 points.

AHIS V 4450x

The High Renaissance in Italy

—D. Rosand

3 points.

AHIS W 4480y

Art in the Age of Reformation

—K. Moxey

3 points.

Classics

LATN V 3033x

Medieval Literature

—C. Franklin

3 points.

LATN V 4152y

Medieval Latin: Prose

—C. Franklin

3 points.

English

ENTH BC 3136y

Shakespeare in Performance

—P. Platt

4 points. Not offered in 2003–04.

ENGL BC 3154x

The Early Chaucer

—T. Szell

3 points.

ENGL BC 3155x

Chaucer

The Canterbury Tales. —T. Szell

3 points.

ENGL BC 3158x

Medieval Literature

—T. Szell

3 points.

ENGL BC 3140x

Renaissance Women Writers

—A. Prescott

3 points.

ENGL BC 3163x, 3164y

Shakespeare

—P. Platt

3 points.

ENGL BC 3169y

Renaissance Drama: Kyd to Ford

—P. Platt

3 points.

ENGL BC 3997x

1. Ares and Eros: Violence and Desire from the Renaissance to the Enlightenment

—R. Hamilton

4 points.

ENGL BC 3997x

6. Gender and Politics in Medieval Romance

—E. Weinstock

4 points.

French

FREN BC 3023x

French Culture to 1750

—L. Postlewaite

3 points.

FREN BC 3031y

Laughter in Medieval and Renaissance France

—L. Postlewaite

3 points.

History

HIST W 1061x

Introduction to Early Middle Ages

—A. Kosto

3 points.

HIST BC 1062y

Introduction to Later Middle Ages: 1050–1400

—J. Kaye

3 points.

HIST BC 3062x

Medieval Intellectual Life: 1050–1450

—J. Kaye

3 points.

HIST BC 4062x

Medieval Economic Life

—J. Kaye

4 points. Not offered in 2003–04.

Italian

ITAL G 4079x

Boccaccio's *Decameron*

—J.A. Cavallo

3 points.

ITAL G 4089y

Petrarch's *Canzoniere*

—T. Barolini

3 points.

Philosophy

PHIL V 1202y

The History of Philosophy, II: Aquinas to Kant

—C. Mercer

3 points.

PHIL V 3230x

Seventeenth-Century Philosophy: Bacon to Locke

—A. Gabbey

3 points.

PHIL V 3574y

Philosophy and the Scientific Revolution

—A. Gabbey

3 points. Not offered in 2003–04.

Religion

RELI V 2610x

Christianity

—R. Somerville

3 points.

RELI V 3402x

Early Christianity

—E. Castelli

3 points.

Spanish

SPAN BC 3155y

Image and Word: Crosscurrents in the Art and Literature of Habsburg Spain

—M. Welles

3 points.

SPAN BC 3127y

Don Quijote

—M. Welles

3 points.

For other Columbia courses and graduate courses, please consult the proper catalogues and see Professor Kaye (854-4350, 422B Lehman).

MUSIC

Barnard Office: 319 Milbank Hall

854-5096

Columbia Department of Music: 621 Dodge

854-3825

Senior Lecturer: Gail Archer (Director)

Other officers of the University offering courses listed below:

Professors: Dieter Christensen, George Edwards, Steven Feld, Walter Frisch, Brad Garton, Jonathan Kramer, Fred Lerdahl, Tristan Murail, Elaine Sisman (Chair)

Associate Professors: Joseph Dubiel, Timothy Taylor

Assistant Professors: Susan Boynton, David E. Cohen, Sebastian Currier, Aaron Fox, Guiseppe Gerbino

Director of Music Performance: Deborah Bradley

Music Associates: Sarah Adams, Anahid Ajemian, Eliot Bailen, Allen Blustine, Vicki Bodner, Kristina Boerger, Yari Bond, David Brayard, Marshall Coid, Kenneth Cooper, David Fedele, Mark Goldberg, Antigoni Goni, June Han, Robert Ingliss, Sue Ann Kahn, Donald Hayward, Min-Young Kim, Arthur Kampela, Erica Kieswetter, Tom Kolor, Jean Kopperud, Anthony Korf, David Krauss, Spiro Malas, Jane McMahan, Jeremy McCoy, Linda McKnight, Jeffrey Milarsky, Mary Monroe, Rosamund Morley, Morris Newman, Ah-Ling Neu, Tara Helen O'Connor, Neils Ostbye, Muneko Otani, Lynn Owen, Susan Palma-Nidel, James Preiss, Susan Rotholz, Don Sickler, Michael Skelly, Taimur Sullivan, Wendy Sutter, Scott Temple, Steve Turre, Reiko Uchida, Ben Waltzer, Steve Williamson

REQUIREMENTS FOR THE MAJOR

Program of Study: to be planned with the department consultant before the end of the sophomore year. Prospective music majors should complete the prerequisites by the end of their sophomore year and are encouraged to complete them by the end of their first year. By the end of her first year as a music major she should select a faculty adviser.

Prerequisite: BC 1001 or 1002, MUSI V 1002 *Fundamentals of Western Music*, and MUSI V 1312 *Introductory Ear-training*. Prospective music majors are advised to satisfy the prerequisites prior to their declaration as majors or before the end of their sophomore year. This requirement may be fulfilled either through successful completion of the courses or satisfactory performance on examinations administered each semester by the department.

Courses: At least 40 points, including MUSI V 2318–V 2319 *Diatonic Harmony and Counterpoint*; V 3321–V 3322 *Chromatic Harmony and Counterpoint*; four semesters of ear-training, unless the student is exempt by exam; the following two history courses: V 3128 *History of Western Music I: Middle Ages to Baroque* and V 3129 *History of Western Music II: Classical to 20th Century*; and at least three 3000- or 4000-level electives in your area of interest (theory, history, composition, or ethnomusicology). The remaining points are chosen from 2000- to 4000-levels. At least one elective course must deal with a non-tonal repertoire. No more than 6 points of 2000-level courses and no more than 4 points of instrumental or vocal lessons will count toward the major.

Senior Project: Working with her adviser, a major must complete an original project in her senior year. Normally, it may be the expansion of a paper done in a 4000-level course (as long as it deals with primary sources), a composition, or a recital.

Keyboard Proficiency: Music majors will be required to take a keyboard proficiency exam, which must be arranged by making an appointment with a member of the piano faculty, immediately upon declaration of the major. Those who do not pass the exam will

be required to take MUSI W 1517x–W 1518y, for 1 point each term, which will count against the maximum 4 points allowed toward completion of the major.

Languages: For students who plan to do graduate work in music, the study of German, French, Italian, and/or Latin is recommended.

Note: With the permission of Gail Archer, Barnard Director, students may take lessons at the Manhattan School of Music or the Juilliard School. For non-majors, there is a six-semester limit, but majors may continue for the remainder of their program.

Practice rooms: Piano practice rooms are available, at a nominal fee, upon application to the Music Department in 319 Milbank. Application should be made during the first week of classes. Preference in assigning hours is given to students taking piano instruction, majors, and concentrators, in order of application. The organ studio in St. Paul's Chapel is available for organ practice. Arrangements should be made with Mary Monroe, Associate in Organ Performance, during the first week of classes.

REQUIREMENTS FOR THE MINOR

Courses for the minor: Four terms of theory, four terms of ear-training, and two terms of history.

Performance Activities

Participation in the following activities is open to all members of the University community. Music majors are urged to join at least one of the groups. Students who wish to receive course credit may register for the courses as listed.

Columbia University Orchestra and Chamber Ensemble. Jeffrey Milarsky, conductor. See MUSI V 1591x–1592y for the audition schedule and description of activities.

Chamber Ensemble. Deborah Bradley, Director of the Music Performance Program. See MUSI V 1598x–1586y for audition information and description of activities.

Barnard-Columbia Chorus and Chamber Singers. Gail Archer, director. See MUSI V 1593x–1594y and MUSI V 1595x–1596y for audition information and description of activities.

University Jazz Orchestra. Don Sickler, director. See MUSI V 1585x–1586y for audition information and description of activities.

Columbia University Jazz Ensemble. Christopher Washburne, director. See MUSI V 1618x–1619y for audition information and description of activities.

Instrumental and Vocal Instruction. With appropriate prior approval, qualified students may take music lessons, one course per term, for a maximum of six terms. Only the Music major and minor may take lessons every term.

Collegium Musicum. Auditions are held at the beginning of each term. The aim of the Collegium Musicum is to perform neglected and unfamiliar vocal and instrumental music. Activities are supervised by the graduate student director, and the Collegium usually gives two public concerts each semester.

COURSES OF INSTRUCTION

MUSI BC 1001x, BC 1002y

An Introduction to Music

x: A survey of the development of Western music from 6th-century Gregorian Chant to Mozart, with emphasis upon important composers and forms. Extensive listening required. y: A survey of the development of Western music from the first Viennese Classical school at the end of the 18th century to the present, with emphasis upon composers and forms. Extensive listening required. —G. Archer

No previous knowledge of music is required.

3 points. Sec. 1 MW 1:10–2:25; Sec. 2 TuTh 1:10–2:25

MUSI V 1002x, y
Fundamentals of Western Music

A student may place out of this course with a score of 5 on the Advanced Placement Examination or by an examination given by the Department at the beginning of the semester. The basic elements of music to be studied with the aim of developing musicianship will include notation, dictation, sight-singing, transposition, aural recognition of the simpler forms, triad identification, cadence types, and voice-leading in two parts. —Instructor TBA

Corequisite: MUSI V 1312

3 points.

MUSI BC 1501x, BC 1502y
Voice Instruction

Entrance by audition only (call department during registration for time and place of audition). One-hour private lesson weekly. —Staff

1 point.

Theory and Ear-Training Sequence

MUSI V 2318x–V 2319y
Diatonic Harmony and Counterpoint, I and II

Principles of melodic construction, voice leading, harmony, and counterpoint in modal and tonal music. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. —Sec.1: J. Kramer; Sec.2: Instructor TBA

Prerequisite: MUSI V 1002 or the equivalent. Corequisite, x and y: An ear-training lab to be determined by a placement exam given at the beginning of the term.

3 points.

MUSI V 3321x–V 3322y
Chromatic Harmony and Counterpoint, I and II

Principles of chromatic voice leading and chromatic chord construction. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. —Sec.1: Instructor TBA; Sec.2: Instructor TBA

Prerequisite: MUSI V 2318–2319 and completion of any two semesters of ear-training, the most recent with a grade of B– or better. Corequisite, x and y: An ear-training lab.

3 points.

Please note: For the following ear-training labs, students must take a placement test at the beginning of the term and may not register without the permission of the Ear-training Coordinator.

MUSI V 1312x, y
Introductory Ear-training

Introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfege recitation, and sight-singing simple melodies. —Instructor TBA

1 point.

MUSI V 2314x, y
Ear-training I

Designed to improve the student's basic skills in sight-singing and rhythmic and melodic dictation with an introduction to four-part harmonic dictation. —Instructor TBA

1 point.

MUSI V 2315x, y
Ear-training II

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter, with strong emphasis on harmonic dictation. —Instructor TBA

1 point.

MUSI V 3316x, y

Ear-training III

Sight-singing techniques of modulating diatonic melodies in simple, compound, or irregular meters which involve complex rhythmic patterns. Emphasis is placed on four-part harmonic dictation of modulating phrases. —Instructor TBA

1 point.

MUSI V 3317x, y

Ear-training IV

Techniques of musicianship at the intermediate level, stressing the importance of musical nuances in sight-singing. Emphasis is placed on chromatically inflected four-part harmonic dictation.

—F. Murail

1 point.

MUSI W 4318x,y

Ear-training V

Advanced dictation, sight-singing, and musicianship, with emphasis on 20th-century music.

—F. Murail

1 point.

MUSI V 2010

Rock 'n' Roll

A study of rock music from the perspective of issues in contemporary cultural theory, with special emphasis on political significance and diverse representations of race and gender. —Instructor TBA

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 2013

Popular Musics of the Americas: Africa

An exploration of some of Africa's past and present contributions to the popular musics of the Americas. Topics include the African presence in jazz and blues, the return impact of African-American musics on Africa, and the prominent role of African styles in the development of "world beat" and global pop.

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 2014y

Popular Musics of the Americas: Country Music

A survey of the social, musical, and commercial history of "country and western" music and its antecedent and related genres in the U.S. and as a global style, focusing on the history of recording technology, popular imaginings of rusticity, race, class, and gender in country music, and the lived experience of country music's listeners and creators in various eras and locales. Class projects will include the production of a series of radio shows (by groups of students) for the actual broadcast.

—A. Fox

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points.

MUSI V 2015

Music in the United States

Main currents in American musical life, with emphasis on ragtime, jazz hymnody, spirituals, blues, popular song, and major works of Copland, Ives, Ellington, Gershwin, Billings, Foster, and Reich.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 2016y**Jazz**

The musical and cultural features of jazz, beginning in 1900. —Instructor TBA

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points.

MUSI V 2023**Beethoven**

The study of the life and works of Ludwig van Beethoven, with emphasis on selected symphonies, string quartets, and piano sonatas.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 2024y**Mozart**

The life, works, and cultural milieu of Wolfgang Amadeus Mozart, with emphasis on selected symphonies, string quartets, piano concertos, and operas. —E. Sisman

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points.

MUSI V 2025**The Opera**

The development of opera from Monteverdi to the present.

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 2152**Smetana, Dvůrák, Janáček**

Examines the works of Bohemian and Moravian composers between 1850 and 1925, against the background of Czech life and culture, and in relation to musical Romanticism. Highlights three composers, focusing particularly on opera, choral music, orchestral, and chamber works.

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 2205x–V 2206y**MIDI Music Production Techniques**

An introduction to the potential of digital synthesis by means of the MIDI (Musical Instrument Digital Interface). The goals, in addition to teaching proficiency in elementary and advanced MIDI techniques, will be to challenge some of the assumptions about music built into the MIDI specifications and to foster a creative approach to using MIDI machines. —x: B. Garton; y: Instructor TBA

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points.

MUSI V 2425**The Music of J. S. Bach**

The life and works of J.S. Bach in their musical, cultural, and social milieux.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 3120**From Source to Sound: The Interpretation of Medieval Music**

Methods, problems, and possibilities for re-creating the oldest extant body of Western music (1000–1300 C.E.). By directly confronting musical manuscripts, translated theoretical treatises, and performance contexts, students will develop their ability to think critically about the music of the past and modern attempts to describe it.

Prerequisite: BC 1001 or BC 1002 or the equivalent, and the ability to read music.

3 points. Not offered in 2003–04.

MUSI V 3121

From Source to Sound: The Interpretation of Late Medieval and Early Renaissance Music

Methods, procedures, and problems posed in attempting to re-create the written repertoires of 14th- and 15th-century music in Europe.

Prerequisite: BC 1001 or BC 1002 or the equivalent; *ability to read music. Limited to 15–20 students.*
3 points. Not offered in 2003–04.

MUSI V 3128x

History of Western Music I: Middle Ages to Baroque

A survey of Western music from Antiquity through Bach and Handel, focusing on the development of musical style and thought, and analysis of selected works. —G. Gerbino

Pre- or co requisite: V2318–V2319
3 points.

MUSI V 3129y

History of Western Music II: Classical to the 20th Century

A survey of Western music from the Classical era to the present day, focusing on the development of musical style and thought, and on analysis of selected works. —T. Taylor

Pre- or co requisite: V2318–2319
3 points.

MUSI V 3138

The Music of Brahms

A survey of the music of Brahms, examining a wide range of genres as well as his historical and cultural position in the 19th century.

Prerequisite: BC 1001 or BC 1002.
3 points. Not offered in 2003–04.

MUSI BC 3139

Vocal Technique and Expression–I

Using various styles of English and American song, classical and popular, developing and intermediate singers study technical and performance skills that further vocal effectiveness, leading to an in-class performance. —J. McMahan

Prerequisite: Audition and permission of the instructor. Limited to 12 students.
3 points.

MUSI V 3140x, y

Vocal Repertoire, Technique, and Expression II

Voice and movement exercises for breathing, support, articulation, registration, and timbre. Exploration of wide-ranging repertoires, styles, and languages of the Western European song tradition. Attention to meaning of text and musical interpretation. Study and practice of all elements of song needed for effective vocal performance. —J. McMahan

3 points. TuTh 4:10

MUSI V 3148

Romantic Song

Solo vocal works of Schubert, Schumann, Berlioz, Mussorgsky, Debussy, and others, viewed as transformation of poetry into song.

Prerequisite: BC 1001 or BC 1002 or the equivalent, and a reading knowledge of music.
3 points. Not offered in 2003–04.

MUSI V 3149**Symbolist and Expressionist Song**

A study of the solo works of Duparc, Chausson, Faure' and Debussy with piano, and cycles or ensembles by Ravel, Schoenberg, Hindemith, Messiaen, and Boulez. The poetry of Baudelaire, Verlaine, Maeterlinck, Mallarmé, George, Rilke, and Jone will be studied in terms of language, versification, and musical transformation into song and cyclic structure.

Prerequisite: BC 1001 or BC 1002, MUSI HUM C 1123, F 1123, or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 3150**Music in Fin-de-Siècle Europe**

Art music at the early modernist period from 1885 to the outbreak of World War I, seen in and through the context of European culture, especially in Germany and Austria.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 3170**Studying Contemporary Popular Music**

An exploration of the applicability of recent work in cultural theory and analysis to the understanding of popular music in the 1980s and 1990s.

Prerequisite: BC 1001 or BC 1002 or the equivalent and permission of the instructor.

3 points. Not offered in 2003–04.

MUSI V 3175**Historical Survey of the Cultural Theory of Music**

An introduction to the main bodies of modern cultural theory. Asks how these theories play in our understanding of the musics traditionally studied and how to begin formulating new questions about these musics.

Listening assignments complement readings whenever possible.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 3241x–V 3242y**Advanced Composition**

Composition in more extended forms. Survey of advanced techniques of contemporary composition. —x: T. Murail; y: Instructor TBA

Prerequisite: MUSI V 3310y or permission of the instructor.

3 points.

MUSI V 3250**Introduction to Music Cognition**

Study of music cognition from the perspective of music theory, with interdisciplinary connections to psychoacoustics, theoretical linguistics and cognitive psychology.

Prerequisite: V 2318–V 2319 or the equivalent.

3 points. Not offered in 2003–04.

MUSI V 3302**Introduction to Set Theory**

A study of the basic principles of set theory through the writings of Schoenberg, Babbitt, Forte, Martino, Lewin, et al. Concepts illustrated with examples from late 19th- and early 20th-century repertoire.

Fulfills the requirement of the 3000-level advanced theory elective. Prerequisite: MUSI V 3322 and either MUSI V 3126 or V 3379 or permission of the instructor.

3 points. Not offered in 2003–04.

MUSI V 3305x

Theories of Heinrich Schenker

An examination of Schenker's concepts of the relation between strict counterpoint and free writing; "prolongation"; the "composing-out" of harmonies; the parallels and distinctions between "foreground," and "background"; and the interaction between composing-out and thematic processes to create "form." —D. E. Cohen

Prerequisite: MUSI V 3322 or the equivalent.

3 points.

MUSI V 3310y

Techniques of 20th Century Music

Material, styles, and techniques of 20th-century music. Topics include scales, chords, sets, atonality, serialism, neo-classicism, and rhythm. Assignments include analysis and compositional exercises.

—S. Currier

Prerequisite: MUSI V 3321x completed plus MUSI V 3322 completed or concurrent.

3 points.

Asian Humanities-Music AHMM V 3320x

Introduction to the Music of East Asia and Southeast Asia

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —A. Fox

3 points.

Asian Humanities-Music AHMM V 3321y

Introduction to the Music of India and West Asia

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —Instructor TBA

3 points.

MUSI V 3330

Advanced Counterpoint

The study of baroque counterpoint in the style of J.S. Bach; general aspects of voice-leading; dances, inventions, canons; expositions of fugues.

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 2310, 2311, and 2312.

3 points. Not offered in 2003–04.

MUSI V 3345

Rhythm and Meter

Analysis of rhythm and meter in selected tonal compositions; applications to performance; study of recent theories of rhythm and meter by selected writers.

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 3321.

3 points. Not offered in 2003–04.

MUSI V 3360x

Pre-tonal and Tonal Analysis

Detailed analysis of selected pre-tonal and tonal compositions. —F. Lerdahl

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 3321.

3 points.

MUSI V 3370

Orchestration

A survey of the techniques of orchestration and instrumentation and their impact upon formal musical structure informed by current knowledge of acoustics and sonic analysis. Analysis of acknowledged masterworks from the literature will be the point of departure for creative projects which will be performed by the university orchestra.

Prerequisite: Permission of the instructor.

3 points. Not offered in 2003–04.

MUSI V 3420**The Social Science of Music**

An introduction to the field of ethnomusicology in the context of the intellectual history of music scholarship.

Prerequisite: BC 1001 or BC 1002 or equivalent.

3 points. Not offered in 2003–04.

MUSI V 3379**Twentieth-Century Music**

Introduction to harmonic and contrapuntal techniques of 20th-century music; analysis of selected 20th-century works. This course fulfills the non-tonal course requirement.

Prerequisite: MUSI V 3321.

3 points. Not offered in 2003–04.

MUSI V 3380**Music Since 1945**

Detailed analysis of selected issues. Composers include Messiaen, Stravinsky, Boulez, Stockhausen, Babbitt, Carter, Penderecki, Cage, Reich, Glass, Rzewski, Rochberg, and others.

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 3379.

3 points. Not offered in 2003–04.

MUSI V 3630y**Recorded Sound**

Students learn to use the recording studio as an instrument to write, record, and refine musical compositions. —T. Pender

Prerequisite: Instructor's permission.

3 points.

MUSI W 3990x, y**Senior Project: Research for Music**

Independent study for research and writing. —Staff

3 points.

MUSI V 3991x, y**Senior Project: Music Repertory**

Independent study for preparing and performing repertory works to be presented in concert.

—Staff

3 points.

MUSI V 3998x–V 3999y**Supervised Independent Study**

A creative/scholarly project conducted under faculty supervision. Approval prior to registration; see department representative for details.

3 points.

MUSI W 4120**Songs of the Troubadours and Trouvères**

Interdisciplinary study of songs of the troubadours and trouvères in their historical context, focusing on textual and musical analysis. Topics include manuscript transmission and performance practice, as well as the debate over the origins of troubadour song and the ideology of courtly love.

Prerequisite: Permission of the instructor.

3 points. Not offered in 2003–04.

MUSI W 4405

Music and Language

A survey of 20th-century literatures on the music/language relationship. Emphasizes semiotic and social-scientific paradigms.

Prerequisite: Music majors; MUSI V 3420 or permission of the instructor.

3 points. Not offered in 2003–04.

MUSI W4460

Musics of Oceania

Case studies from Australia and the islands of Micronesia, Polynesia, and Melanesia, with an emphasis on the social and aesthetic dimensions of music performance. Styles to be surveyed range from indigenous ceremonial musics to contemporary Pacific country, rock, reggae, and hip-hop. —S. Feld

Prerequisite: MUSI W1123 or equivalent or instructor's permission.

3 points. Not offered in 2003–04.

MUSI W 4513

The Aesthetics of Film Music

Interdisciplinary study of music in fiction film (ca. 1940–1990), organized thematically, with particular emphasis on questions of perception, music, and narrative, and the aesthetic status of film music. Films analyzed will include, among others, classics of American cinema; works by such European authors as Fellini, Bergman, and Godard; and recent Asian films by Im Kwon-Taek, Wong Kar-wai, and Hou Hsiao-hsien.

Prerequisite: Permission of the instructor.

3 points. Not offered in 2003–04.

MUSI W 4515y

Conducting Music of Our Time

Analysis of the modern repertory of contemporary music, with directional emphasis on actual conducting preparation, beating patterns, rhythmic notational problems, irregular meters, communication and transference of musical ideas. Topics include theoretical writing on 20th century conducting, orchestration, and phrasing. —J. Milarsky

Prerequisite: Advanced music majors and extensive contemporary music background.

3 points.

MUSI W 4525

Instrumentation

Analysis of instrumentation, with directional emphasis on usage, ranges, playing techniques, tone colors, characteristics, interaction and tendencies, all derived from the classic orchestral repertoire. Topics include theoretical writings on the classical repertoire as well as 20th century instrumentation and its advancement.

Prerequisite: Extensive music background and permission by the instructor.

3 points. Not offered in 2003–04.

Performance Activities and Instrumental Instruction

MUSI V 1580x–V 1581y

Collegium Musicum

An audition to be held during registration period. Please contact the department (854-3825).

Performance of vocal and instrumental music from the medieval, Renaissance, and the baroque periods. Collegium Musicum usually gives one public concert each term. —Instructor TBA

May be taken for Pass/Fail credit only.

MUSI V 1585x–V 1586y
University Jazz Orchestra

The University Jazz Orchestra performs classics and contemporary big band repertoire at a concert at the end of each term. —D. Sickler

Audition required. Those auditioning contact the department office (Telephone: 854-3825). May be taken for Pass/Fail credit only.

1 point.

MUSI V 1591x–V 1592y
University Orchestra

An audition to be held during registration period, by appointment, at 806 Dodge Hall (x4 6689). Students should bring two short works, or movements of longer works, of different stylistic periods; they will also be asked to read brief orchestral or chamber music excerpts at sight. The orchestra performs throughout the academic year in works spanning all periods of music, including contemporary compositions. Distinguished guest soloists sometimes perform with the orchestra, and qualified student soloists may also have the opportunity either to perform or read concertos with the orchestra. Staff positions: a few persons interested in managerial work may gain experience as orchestra librarian and personnel manager. Students who register for orchestra alone will receive 4 points for four semesters and will be charged at the rate of 1 point each semester. Students who register for orchestra and chamber music will receive 4 points for two semesters, and will be charged at the rate of 4 points each semester. —J. Milarsky

Additional rehearsals in the three weeks preceding each public concert.

1 point.

MUSI V 1593x–V 1594y
Barnard–Columbia Chorus

Auditions by appointment made at the first class meeting. Students who register for chorus will receive a maximum of 4 points for four or more semesters, and will be charged at the rate of 1 point each semester. Open to all men and women in the University community. Several public concerts are given each season both on and off campus, often with other performing organizations. Sight-singing sessions offered. Repertory includes works from all periods of music literature. —G. Archer

Audition required. Pass/Fail credit only.

1 point. TuTh 6:00–8:00

MUSI V 1595x–V 1596y
Barnard–Columbia Chamber Singers

A small number of students in the Barnard–Columbia Chorus are chosen to rehearse and perform difficult music in several languages. —G. Archer

Audition required. Pass/Fail credit only.

1 point. TuTh 8:00–9:30

MUSI V 1598x–1599y
Chamber Ensemble

An audition to be held during registration period by appointment. Those auditioning should contact the Music Performance Program, 618 Dodge Hall (Telephone: 854-1257). Students registering for chamber music receive ensemble training with the performance associates listed for MUSI W 1525–W 1526. Student chamber ensembles perform a recital at the conclusion of each semester and are given other opportunities to perform throughout the academic year. —D. Bradley

May be taken for Pass/Fail credit only.

1 point.

MUSI V1618x–1619y

Columbia University Jazz Ensemble

An audition to be held during the registration period by appointment. Contact the Music Performance Program for further details (854-1257). A small advanced jazz band. The repertoire covers 1950s hard bop to more adventurous contemporary avant-garde styles. Students are required to compose and arrange for the group under the instructor's supervision.

Please note: In the instrumental lessons listed below offered on a weekly, individual basis, a course of half-hour lessons earns 1 point of credit, and a course of one-hour lessons earns 2 points of credit.

MUSI W 1500x–W 1501y

Early Instruments

Audition required. Those auditioning should contact the Music Performance Program, 618 Dodge Hall (Telephone: 854-1257).

1 or 2 points.

Sec. 1: Keyboards —K. Cooper

Sec. 2: Strings —R. Marley

Sec. 3: Wind Instruments —M. Newman

MUSI W 1509x–W 1510y

Organ Instruction

—M. Monroe

Permission of the instructor required.

1 or 2 points.

MUSI W 1513x–W 1514y

Introduction to Piano

Sec. 1: —N. Østbye; Sec. 2: —M. Skelly; Sec. 3 —R. Uchida

1 point.

MUSI W 1515x–W 1516y

Elementary Piano Instruction

Prerequisite: W 1513–1514 or the equivalent and permission of the instructor.

Sec. 1: —N. Østbye; Sec. 2: —M. Skelly; Sec. 3 —R. Uchida

1 or 2 points.

MUSI W 1517x–W 1518y

Keyboard Harmony and Musicianship

One half-hour private lesson weekly. Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music.

Sec. 1: —N. Østbye; Sec. 2: —M. Skelly

1 point.

MUSI W 2515x–W 2516y

Intermediate Piano Instruction

Prerequisite: W 1515–1516 or the equivalent and permission of the instructor.

Sec. 1: —N. Østbye; Sec. 2: —M. Skelly; Sec. 3 —R. Uchida

1 or 2 points.

MUSI W 3515x–W 3516y

Advanced Piano Instruction

Prerequisite: W 2515–2516 or the equivalent and permission of the instructor.

Sec. 1: —N. Østbye; Sec. 2: —M. Skelly; Sec. 3 —R. Uchida

2 points.

MUSI W 1525x–W 1526y**Instrumental Instruction**

See *Columbia College Bulletin* for section information. Students participating in the orchestra are given precedence when applying for private instrumental instruction.

Prerequisite: Audition (see under University Orchestra).

1 or 2 points.

FLUTE: D. Fedele, S. Kahn, T. O'Connor, S. Palma-Nidel, S. Rotholz; OBOE: V. Bodner, R. Ingliss; CLARINET: A. Blustine, J. Kopperud, S. Williamson; BASSOON: M. Goldberg, M. Newman; FRENCH HORN: S. Temple; TRUMPET: W. DuMaine, D. Krauss; TROMBONE: D. Hayward; TUBA: D. Braynard; SAXOPHONE: T. Sullivan; DRUM & PERCUSSION: A. Korf, T. Kolor; VIOLIN: A. Ajemian, M. Coid, E. Kieswetter, M. Kim, M. Otani; VIOLA: S. Adams, A. Neu; CELLO: E. Bailen, Y. Bond, M. Shuman, W. Sutter; STRING BASS: J. McCoy, L. McKnight; HARP: J. Han; GUITAR: A. Goni, A. Kampela; JAZZ PIANO: B. Waltzer.

NEUROSCIENCE AND BEHAVIOR

415 Milbank Hall

854-2069

www.barnard.edu/psych

Program Director: Peter Balsam

Program Committee: Peter Balsam (Psychology), Paul Currie (Psychology), John Glendinning (Biology), Paul Hertz (Biology), Shao-Ying Hua (Biology), Rae Silver (Psychology)

This major provides a strong background in the biological underpinnings of behavior and cognition, and is intended for students who plan to pursue a research career in neuroscience or a related discipline. Students electing this major are exposed to basic courses in Biology and Psychology and to advanced courses in neuroscience and behavior. Majors must choose one of two areas of concentration. The behavior concentration places greater emphasis on behavioral and systems neuroscience, while the cellular concentration places greater emphasis on cellular and molecular neuroscience.

All majors engage in two semesters of independent research during the senior year while taking the Senior Research Seminar. In the junior year, majors must begin developing a plan for the senior research project. There is a meeting for junior majors during the spring semester to begin this process.

Neuroscience and Behavior majors must have completed the introductory courses in Biology, Chemistry, and Psychology by the beginning of their junior year, and maintained at least a B– average in those courses.

As an alternative to the Neuroscience and Behavior major, students may pursue an interdisciplinary program by majoring in either Biology or Psychology and taking a minor in the other discipline. **There are no minors in Neuroscience and Behavior.**

REQUIREMENTS FOR THE CONCENTRATIONS

(Additional courses may be offered; any courses not listed below must be approved by the Program Director.)

Behavior Concentration

All of the following required Core Courses:

Psychology	BC 1001	Introduction to Psychology
Biology	BC 2001, 2002	Introductory Biology
Biology	BC 2003, 2004	Introductory Biology Laboratory
Psychology	BC 1105	Psychology of Learning with Laboratory
Biology	BC 3280	Animal Behavior
Biology/Psych	BC 3593–BC 3594	Research and Seminar in Biopsychology

One of the following courses:

Biology	BC 3386	Research Design and Analysis
Psychology	BC 1101	Statistics

Both of the following courses; one must include the associated laboratory:

Psychology	BC 1117 or	Behavioral Neuroscience—lecture with lab
	BC 1119	Behavioral Neuroscience—lecture only
Biology	BC 3362/3363	Neurobiology lecture/Neurobiology lab

Two additional courses selected from the following list:

Biology	BC 3372	Population and Community Ecology
Biology	BC 3380	Evolution
Biology	BC 3200	Genetics
Biology	BC 3360	Animal Physiology
Biology	BC 3302	Molecular Biology
Biology	BC 3310	Cells and Tissues
Biology	BC 3364	Advanced Neurobiology
Biology	BC 3590	Senior Seminar: Neurobiology
Psychology	BC 2154	Hormones and Reproductive Behavior
Psychology	BC 3169	Developmental Psychobiology
Psychology	BC 3177	Psychology of Drug Use and Abuse
Psychology	BC 3374	Theories of Learning
Psychology	BC 3376	Infant Development
Psychology	BC 3380	Neuropsychology
Psychology	BC 3383	Neuropharmacology and Behavior
Psychology	BC 4232	Production and Perception of language
Psychology	G 4440	Topics in Neurobiology and Behavior

Required Cognate Courses:

Chemistry	BC 1601	General Chemistry with lab
Chemistry	BC 3328	Organic Chemistry I lecture
Chemistry	BC 3230	Organic Chemistry I lab

Cellular Concentration

Required Core Courses:

Psychology	BC 1001	Introduction to Psychology
Biology	BC 2001, 2002	Introductory Biology
Biology	BC 2003, 2004	Introductory Biology Laboratory
Biology/Psych	BC 3593–BC 3594	Research and Seminar in Biopsychology

One of the following courses:

Biology	BC 3386	Research Design and Analysis
Psychology	BC 1101	Statistics

Both of the following courses; one must include the associated laboratory:

Psychology	BC 1117 or BC 1119	Behavioral Neuroscience—lecture with lab Behavioral Neuroscience—lecture only
Biology	BC 3362/3363	Neurobiology lecture/Neurobiology lab

Both of the following courses; one must include the associated laboratory:

Biology	BC 3302/BC 3303	Molecular Biology lecture/laboratory
Biology	BC 3310/BC 3311	Cells and Tissues lecture/laboratory

Two additional courses selected from the following list (at least one must be marked *):

Biology	BC 3280	Animal Behavior*
Biology	BC 3200	Genetics
Biology	BC 3252	Animal Development

Biology	BC 3360
Biology	BC 3364
Biology	BC 3590
Biology	BC 3590

Chemistry	BC 3282
Psychology	BC 1107
Psychology	BC 2154
Psychology	BC 3383
Psychology	G 4440

Required Cognate Courses:

Chemistry	BC 1601
Chemistry	BC 3328
Chemistry	BC 3230

Animal Physiology
Advanced Neurobiology
Senior Seminar: Neurobiology
Senior Seminar: Molecular Regulation of Intracellular Trafficking
Biological Chemistry
Psychology of Learning *
Hormones and Reproductive Behavior *
Neuropharmacology and Behavior *
Topics in Neurobiology and Behavior *

General Chemistry with lab
Organic Chemistry I lecture
Organic Chemistry I lab

PAN-AFRICAN STUDIES

329 Milbank

854-3577

This program is supervised by the Committee on Pan-African Studies:

Director of Pan-African Studies: Gretchen Gerzina, Professor of English

Associate Professor of Anthropology: Lesley A. Sharp

Assistant Professor of French: Kaiama Glover

Assistant Professor of History: Anene Ejikeme

Assistant Professor of Political Science: Linda Beck

Dean of the College: Dorothy S. Denburg

Dean for Multicultural Affairs: Emmanuel (Sonny) Ago

The Pan-African Studies major provides students with a multi-disciplinary comparative perspective in their approach to the study of the history, politics, and cultures, literatures, and experiences of peoples of African origin in Africa and the African diaspora.

The major differs from African Studies, Caribbean Studies, and African-American Studies in that its foundation is comparative and it encompasses the African influences in the experiences of peoples of African descent throughout the world.

Each student will choose a concentration within the major that will allow her to explore a particular geographical region or disciplinary approach to the field. The concentration should lay the foundation for the research and writing of a senior thesis.

REQUIREMENTS FOR THE MAJOR

I. **Introductory Courses:** Two-semester sequence (preferably to be taken before the junior year):

PAFS BC 3004x

Introduction to Pan-African Studies: African Civilizations

PAFS BC 3006y

Introduction to Pan-African Studies: The African Diaspora

II. One semester **Junior Colloquium** in Pan-African Studies:

PAFS BC 3110

Colloquium: Issues in the Studies of the African Worlds

III. **Language:** Each student must demonstrate proficiency in any of the languages of Africa or the diaspora (in addition to English) by completing at least the fourth semester of that language, or its equivalent. This requirement is not in addition to the general foreign language requirement. Languages may include Swahili, Hausa, Arabic, French, Spanish, Dutch, and Portuguese.

IV. **Track:** Depending on her interests, each student will choose a specific disciplinary or regional specialization, and will take five courses in that specialization from among those courses designated by the Committee on Pan-African Studies. Each student will select her concentration in consultation with the adviser.

A. *Disciplinary Track* (history, anthropology, literature, politics, economics, sociology, religion, etc.): Student choosing this concentration will take an introductory course and a theory or methods in the discipline (in a Barnard or Columbia department) and three other courses related to Pan-African Studies in that discipline.

B. *Regional Track* (Africa, the Caribbean, Latin America, North America, or a sub-region of these). Students choosing this concentration will take one course in history, one course in society/culture, and three other courses related to the chosen region.

- V. **Electives:** In consultation with the adviser, the student will take two electives (from among those courses designated by the Committee on Pan-African Studies).
- VI. **Senior Thesis:** *PAFS BC 3998x and PAFS BC 3999y Directed Research*, a two-semester program of interdisciplinary research leading to the writing of the senior essay. In some cases, a senior seminar in one of the departments may be substituted for one semester of Directed Research. (*A Guide to the Senior Thesis* is available from the director.)

The total number of courses for the major is 12, exclusive of the foreign language.

No minor is offered in Pan-African Studies.

COURSES OF INSTRUCTION

PAFS BC 3004x

Introduction to Pan-African Studies: African Civilizations

An interdisciplinary and thematic approach to major African civilizations. Focus on Oyo Yoruba, Mande, Egyptian, and Zulu civilizations from their origins to their place in the contemporary world. Topics include: oral traditional literature; religion and cultural life; political and economic history; the diaspora and post-coloniality. —A. Ejikeme

Prerequisite: Sophomore standing

3 points.

PAFS BC 3006y

Introduction to Pan-African Studies: The African Diaspora

A multi-disciplinary exploration of the historical contours of the lives of Africans in the Americas, and the contemporary social, political, economic, and cultural issues they have faced, beginning with the contacts between Africans and the Portuguese in the 15th century. —K. Glover

3 points.

PAFS BC 3103y

Comparative Caribbean Women's Literature

A comparative study of contemporary long and short fiction by Caribbean women writers, focusing on the representation of women's lives and experiences, in the works of Erna Brodber (Jamaica), Maryse Condé (Guadeloupe), Zee Edgell (Belize), Beryl Gilroy (Guyana), Merle Hodges (Trinidad), and Jamaica Kincaid (Antigua), as well as selected short stories from the English-, French-, and Spanish-speaking Caribbean.

4 points.

PAFS BC 3005x

Introduction to Caribbean Societies

A multi-disciplinary exploration of the Anglophone, Hispanic, and Francophone Caribbean. Discusses theories about the development and character of Caribbean societies; profiles representative islands; and explores enduring and contemporary issues in Caribbean studies (race, color and class; politics and governance; political economy, the struggle for liberation; culture and identity and migration). —K. Glover

3 points.

PAFS BC 3100x

Colloquium: Issues in the Studies of the Pan-African World

An in-depth discussion of enduring and contemporary issues in the Black experience. Each offering of this course will focus on one or a combination of the following issues or other relevant issues: approaches to the study of Africa and the African diaspora; slave systems; theories of race and race relations; gender and sexuality; family structures; black activism, social and liberation movements; arts, music and the black struggle; and Pan-Africanist thought.

4 points.

The following is only a sample selection of courses that may be applied to the major. Students should consult the departmental and program listings for course descriptions, prerequisites, and other relevant courses.

AFAS C 1001x	Intro to African-American Studies
AFAS C 3200x	African-American and African Thought
AFAS C 3300y	African Civilizations in the Americas
AFAS C 3500y	African-American Intellectual Heritage
AFAS C 3930x, y	Topics in the Black Experience (several courses)
AFAS C 3936y	Colloquium: Black Intellectuals
AFAS C 3997x–3998y	Independent Study
AFCV C1020	African Civilization
AHIS W 4076x	Arts of Sub-Saharan Africa
ANTH V 3001	Sources of African Tradition
ANTH V 3003	African Cultures in the New World
ANTH V 3005y	Societies and Cultures of Africa
ANTH V 3009	Peoples and Cultures of North Africa and the Middle East
ANTH V 3017	Caribbean Societies in the Global System
ANTH V 3024	Africa and Modernity: A Changing Continent
ANTH V 3280y	Black Nationalism and the Race/Culture Dialogue in the U.S.
ANTH V 3808	Ethnicity and Race
ANTH V 3945	Colloquium: Colonialism and the Family in Africa
ECON BC 2014	Topics in Economic History: Coerced and Free Transatlantic Migration—the Integration of Four Continents
ENGL BC 3140y	Explorations of Black Literature, 1760–1890
ENGL BC 3140, Sec. 1	Writers of the Anglophone Caribbean
ENGL BC 3998	Representations of Black Womanhood
ENGL W 3237x	“Race” and Racism: Literary Representations of an American Crisis
ENGL W 3290x	Literature of the Americas
ENGL W 3400x–3401y	African American Literature I & II
ENGL W 3661y	Black Women in American Culture: Black Women in the Americas
ENGL W 3716y	Modern American Literature: Experiments in Black Fiction
ENGL W 3740x	Studies in African-American Literature: James Baldwin
ENGL W 4261	African-American Texts: The Harlem Renaissance and Beyond
ENGL W 4604	Literature in the U.S., 1900–1939
ENWS BC 3144	Minority Women Writers in the United States
FREN BC 3047	Topics in French and Francophone Cultures
HIST BC 1020y	African Civilizations
HIST BC 1030	History of Southern Africa
HIST BC 1051	Survey of American Civilization to the Civil War
HIST BC 3056	The American Civil Rights Movement
HIST BC 3090	Women and Gender in Africa, 1500 to Present
HIST BC 3489	The Fourteenth Amendment and Its Uses
HIST BC 3473	Black Women in the U.S.: From the American Revolution through Women’s Suffrage
HIST BC 3778	A History of West Africa
HIST BC 4761	Life Histories of African Women
HIST W 3003–3004	African-American History Since 1865
HIST W 3122y	America in the Era of Civil War and Reconstruction
HIST W 3643	Slavery and Slave Resistance in the Americas
HIST W 3644y	Ethnicity and Race
HIST W 3660	Harlem: A Social and Cultural History, 1890–1965
HIST W 3740y	Telling About the South
HIST W 3881	Color, Class, and Gender in African-American History
HIST W 3931y	Slavery and Race Relations in the Americas
HIST W 4472y	North Africa and the Sahara to 1500

HIST W 4928x	West African History
MUSI V 2016	Jazz
MUSI V 2050y	Music 2000: Issues of Race and Ethnicity in NYC Music
POLS BC 3119y	Islam and Politics
POLS H 3210	France and Africa: Post-colonial Relations
POLS W 3245	Race and Ethnicity in American Politics
POLS W 3320	Contemporary Black Politics
POLS W 3440y	Race and War
POLS W 3702y	American Politics: Race and Ethnicity
POLS W 4226x	American Politics and Social Welfare Policy
POLS W 4496y	Comparative African Politics
PSYC BC 2370	Psychological Analysis of Racism
PSYC BC 3379	Psychology of Stereotyping and Prejudice
RELI V 3755	African-American Religion
RELI V 3780	Religion and Social Constructions of Race
RELI V 3804	Black Women's Religious Experiences
RELI V 3804y	Racial Politics of American Religions
SOCI BC 3206	Race, Culture, and Identity
SOCI BC 3904y	Music and Society: Calypso and Reggae
SOCI V 3208y	The Sociology of Race
SOCI V 3265	Minorities and Ethnic Groups in American Life
SOCI V 3900	Blacks and Jews: A Sociological Perspective
SOCI W 3945x	Seminar on Inequality and Public Policy
SPAN BC 3143	Literature of the Spanish Caribbean
WMST BC 3121	Black Women in America
WMST BC 3507	Unheard Voices: African Women's Literature
WMST V 3118y	The Image of African-American Women in Film from 1900 to the Present
WMST W 3110x	Constructing Identities: Gender, Race, and Sexuality

PHILOSOPHY

326 Milbank Hall

854-4689

www.barnard.edu/philosophy

Professors: Alan Gabbey¹, Frederick Neuhouser (Chair)

Associate Professors: Jeffrey Blustein (Adjunct), Taylor Carman

Assistant Professors: Stephanie Beardman, Katalin Makkai

Other officers of the University offering courses in Philosophy:

Professors: David Albert², Bernard Berofsky, Akeel Bilgrami, Haim Gaifman¹, Lydia Goehr, Patricia Kitcher, Philip Kitcher, Isaac Levi, David Sidorsky

Associate Professors: John Collins, Wolfgang Mann, Christia Mercer, Thomas Pogge¹, Carol Rovane, Achille Varzi

Assistant Professor: Katja Vogt

¹Absent on leave 2003–04.

²Absent on leave Autumn term.

The department offers a wide range of courses designed to acquaint the student with traditional and contemporary work in ethics, metaphysics, theory of meaning, aesthetics, theory of knowledge, philosophy of science, logic, and the history of philosophy. The courses are designed to facilitate student participation and each class is conceived as a workshop. The student is expected to develop a competence in techniques of conceptual analysis, argument, and the interpretation of texts.

Although it is not required for the major or for the minor, students who have not had previous training in philosophy are advised to take one of PHIL BC 1001–1006. Credit for only one of PHIL BC 1001–1006 will be given for the major or for the minor.

REQUIREMENTS FOR THE MAJOR

A major in Philosophy consists of at least 10 courses, as follows:

1. One course on ancient or early medieval philosophy:
 - PHIL V 2101 *History of Philosophy I: Pre-Socratics through Augustine*
 - PHIL V 3121 *Plato*
 - PHIL V 3131 *Aristotle*
2. One course on early modern philosophy:
 - PHIL V 2201 *History of Philosophy II: Aquinas through Kant*
 - PHIL V 3230 *17th-Century Philosophy: Bacon to Locke*
 - PHIL V 3250 *18th-Century Philosophy: Locke to Kant*
3. One course in logic:
 - PHIL V 3411 *Introduction to Symbolic Logic*
4. One course in moral philosophy:
 - PHIL V 3701 *Moral Philosophy*
 - PHIL V 3653 *Mind and Morals*
5. One of the following courses:
 - PHIL V 3501 *Theory of Knowledge*
 - PHIL V 3601 *Metaphysics*
6. PHIL BC 3900x. *Senior Seminar*

8–9. PHIL BC 3950x-3951y. *Senior Essay*

9–10. Two electives.

The sequence of courses for the major should be determined in consultation with the major adviser.

REQUIREMENTS FOR THE MINOR

Five courses constitute a minor in philosophy. The courses must be selected in consultation with the department chair, and only one of PHIL BC 1001–1006 may be counted among the five.

COURSES OF INSTRUCTION

PHIL BC 1001–1006

Introduction to Philosophy

Limited enrollment. No prerequisites.

3 points.

PHIL BC 1001

What Is Philosophy, Anyway?

There may not be an answer, but we can discover what makes something *philosophical* through studying some of the problems that have worried philosophers past and present. —Staff

PHIL BC 1003

Philosophy and Human Existence

Philosophy and its rootedness in fundamental concerns of human existence. What is goodness? What is the self? What can we know? Is life meaningful or meaningless? —Staff

PHIL BC 1004

Truth, Value, and Knowledge

Are there many kinds of truth, or just one? Or none? What can we know? Are value judgments true or false? Is inquiry itself guided by values? —Staff

PHIL V 1005

Morality, Self, and Society

How should we, as individuals, live? What would a just society be? Can disputes about moral values be settled by reason? —Staff

PHIL BC 1006

Autonomy and Alienation

An introduction to European social and political philosophy that examines the individual's relation to society in terms of the ideas of autonomy and alienation. Examines how social circumstances affect our freedom (or autonomy) and our vulnerability to self-estrangement (or alienation). —F. Neuhaus

PHIL V 2101x

History of Philosophy I: Pre-Socratics through Augustine

Exposition and analysis of the positions of the major philosophers from the pre-Socratics through Augustine. —K. Vogt

3 points.

PHIL V 2201y

History of Philosophy II: Aquinas through Kant

Exposition and analysis of the positions of the major philosophers from Aquinas through Kant. —C. Mercer

3 points.

PHIL V 3131y

Aristotle

An introduction to leading concepts and doctrines of Aristotle's philosophy. —W. Mann

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3230x

17th-Century Philosophy: Bacon to Locke

Doctrines and issues attending "the birth of Modern Philosophy," including skepticism; empiricism and rationalism; perception; metaphysics; methodology; spirit and matter; philosophy and science.

Principal thinkers are normally selected from Bacon, Hobbes, Gassendi, Descartes, Pascal, Spinoza, Leibniz, Malebranche, the Cambridge Platonists, Anne Conway, and Locke. —Instructor TBA

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3250y

18th-Century Philosophy: Locke to Kant

Doctrines and issues in "an Age of Enlightenment" (Kant), including ideas and perception; reason and the passions; knowledge and belief; spirit and matter; philosophy and science. Principal thinkers are normally selected from Locke, Leibniz, Newton, Berkeley, Hume, Reid, philosophers of the French and German

Enlightenments, Kant. —Instructor TBA

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3270x

19th-Century Philosophy: Hegel to Nietzsche

Prerequisite: One philosophy course or permission of the instructor.

3 points. Not offered in 2003–04.

PHIL V 3411x

Introduction to Symbolic Logic

Sentential and first-order logic; the significance of a formal system and its use for analysis of meaning and language. Technical exercises are combined with analysis and parsing of English texts. A weekly required discussion section in addition to lectures. —A. Varzi

4 points.

PHIL V 3501y

Theory of Knowledge

3 points. Not offered in 2003–04.

PHIL V 3525y

Skepticism

Contemporary and 20th-century responses to skepticism, the view that some of our ordinary claims to knowledge are open to systematic doubt. Representative figures include Heidegger, Austin, Wittgenstein, and Cavell. —K. Makkai

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3601x

Metaphysics

A systematic treatment of some major metaphysical topics, e.g., necessity, causality, particulars and universals, personal identity. Readings from classical and contemporary authors. —J. Collins

3 points.

PHIL V 3653x

Mind and Morals

Examination of theories of normative ethics against the background of studies in cognitive and social psychology. How important are empathy, self-knowledge, and cultural norms to determining what is the right thing to do? Topics include moral cognition, the rationality of certain ethical intuitions, and the possibility of altruism. —S. Beardman

Prerequisite: One philosophy course.

3 points.

PHIL V 3701x, y

Moral Philosophy

Introduction to the central problems of moral philosophy; alternative moral ideals and their philosophical formulations; the status and justification of moral judgments; reasons for action; individual rights and social justice. —D. Sidorsky

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3720y

Ethics and Medicine

Philosophical examination of moral issues in medical theory and practice. Analysis of the ethics of the doctor-patient relationship, e.g., informed consent, truth-telling, paternalism; topics in bioethics, e.g., abortion, euthanasia, experimentation on humans; justice and access to health care; human genetics. —J. Blustein

Limited enrollment by permission of the instructor. First-day attendance required.

3 points.

PHIL V 3740x

Hermeneutics, History, and the Human Sciences

An introduction to hermeneutics, understood broadly as a philosophical inquiry into the role of interpretation in our understanding of human phenomena. Compares the hermeneutic approach to the historical conditions of understanding with more recent narrativist theories of history and with Foucault's critique of the human sciences. —T. Carman

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3755y

European Social Philosophy

A historical survey of European social philosophy from the 18th to the 20th century, with special attention to theories of capitalism and the normative concepts (freedom, alienation, human flourishing) that inform them. A further topic will be the relation between society and the state.

Readings from Smith, Hegel, Marx, and Weber. —F. Neuhouser

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3758y

Philosophy of Education

Drawing on classical and contemporary sources, discussion will focus on the conditions necessary to produce free and responsible citizens of a just and democratic society. Readings from Plato, Rousseau, Dewey, and others. —N. Gill

3 points.

PHIL BC 3900x

Senior Seminar

Intensive study of a philosophical issue or topic, or of a philosopher, group of philosophers, or philosophical school or movement. —T. Carman

4 points.

PHIL BC 3950x–3951y

Senior Essay

A substantial paper, developing from an Autumn workshop and continuing in the Spring under the direction of an individual adviser. —Staff

8 points: 4 points (BC 3950x) + 4 points (BC 3951y).

PHIL BC 3398

Independent Study

Open to students who wish to pursue a project on an individual basis. The study consists in a combination of readings and papers over one semester under the direction of an appropriate instructor. The project and enrollment for the course are both subject to departmental approval.

1–3 points.

PHIL G 4227

Spinoza

Prerequisite: undergraduates, and non-philosophy graduate students, must consult with the instructor.

3 points. Not offered in 2003–04.

PHIL G 4264y

Hegel's *Phenomenology of Spirit*

3 points. Not offered in 2003–04.

PHIL G 4340y

Topics in Phenomenology

Central issues in phenomenology—for example, intentionality, perception, and embodiment—in Husserl, Sartre, and Merleau-Ponty, and with reference to relevant contemporary literature in philosophy and psychology. —T. Carman

3 points.

PHIL G 4350

Heidegger

Prerequisite: Junior standing and permission of the instructor.

3 points. Not offered in 2003–04.

PHIL G 4600x, y

Philosophical Texts in German

Careful reading and translation of a classic German philosophical text to be chosen by the course participants in consultation with the instructor. Emphasis on the special problems of translating philosophical prose. —F. Neuhouser

Open to graduate and undergraduate students who have the equivalent of two years of college German.

2 points.

Other Offerings

For course descriptions of other undergraduate and appropriate graduate courses taught in the Columbia Philosophy department, see the *Columbia College Bulletin*.

Courses Offered at Reid Hall in Paris

For additional information about the programs available, consult the *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or visit the web site at

www.ce.columbia.edu/paris.

PHYSICAL EDUCATION

206 Barnard Hall

854-2085

www.barnard.edu/physed

Senior Associates: Sharon Everson (Chair), Laura Masone

Associates: Tavius Cheatham, Alexis George, George Padilla, Luci Rosalia

DEGREE REQUIREMENT

Students admitted as first-year students must complete two semesters of Physical Education at Barnard. One semester must be passed in the first year and the requirement must be completed by the end of the junior year. Sophomore and junior transfers are required to complete one semester of Physical Education at Barnard. Failure to complete the requirement by the specified deadlines will result in a failing grade. Physical Education courses are graded pass/fail based on attendance and participation.

Health Status: Students with permanent or temporary disabilities will be individually advised and placed in a suitable activity, based upon the recommendations of the Director of Health Services or Disability Services.

Curriculum: The curriculum is organized and administered by the faculty of the Department of Physical Education. Instruction is offered in the areas of sports, aquatics, fitness, mind/body, and self-paced courses. Courses are designed to promote the development and enjoyment of lifetime motor skills which will afford opportunities to realize one's potential and to provide vigorous exercise to release tensions often generated by strong academic commitments and intense urban life.

Intramurals: The Physical Education Department offers an extensive intramural program which features basketball, floor hockey, indoor soccer, tennis, and volleyball. The program offers different levels of competitive play and emphasizes participation in a friendly atmosphere; activities are open to all members of the college community. For more information, contact the Director of Intramurals, 206 Barnard Hall, or call 854-6959.

Recreation: Recreational use of the gymnasium, swimming pool, track, and weight room is available at specified times. All students, faculty, and staff are encouraged to use the facilities. In addition, the Physical Education Department sponsors special recreational activities, such as fun runs and sports tournaments, throughout the semester.

Intercollegiate Athletics: The Barnard/Columbia Athletic Consortium provides the opportunity for eligible undergraduate women to compete together as members of University-wide athletic teams. Fifteen varsity sports are currently sponsored: archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, swimming & diving, tennis, indoor and outdoor track & field, and volleyball. Governed by NCAA and Ivy League rules, all teams are Division I. Competition is scheduled with teams from the Ivy League, the metropolitan area, and the eastern region. In addition, students are eligible to qualify for regional and national championships. Physical Education credit may be earned through satisfactory participation on a varsity team.

For more information, contact Merry Ormsby, Associate Director of Athletics, Columbia-Dodge Fitness Center, 854-8373.

Registration: Registration takes place at the beginning of each semester. Information is available in the north lobby of Barnard Hall as well as in the Physical Education office. Incoming students receive information in their registration packets. After confirming registration with the Physical Education Department, students should include the Physical

Education course by number, section, title, and I.D. number on final programs filed with the Registrar.

Cross Registration: An agreement between the Department of Physical Education of Barnard College and Columbia College permits limited enrollment of Barnard students in selected Columbia courses. Barnard students must successfully complete one Physical Education course at Barnard before they may elect a Columbia Physical Education course. Columbia College and School of Engineering students may register for designated Barnard courses during Barnard's registration period. Other Columbia University students must receive permission from the Physical Education Department to register before filing their final programs with the Registrar. Registration is not open to graduate students.

COURSES OF INSTRUCTION

Aquatic Courses

PHED BC 1120x, y

Beginning Swimming

Development of confidence and safety skills in the water. Introduction of front crawl, elementary backstroke, and deep water skills. No previous experience required. *Women only.*

PHED BC 1121x, y

Advanced Beginning Swimming

Review of safety skills, front crawl, and elementary backstroke. Further development of deep water skills. Introduction of breaststroke, sidestroke, and backstroke.

PHED BC 2122x, y

Intermediate Swimming

Refinement of front/back crawl and backstroke. Further development of breaststroke and side-stroke. Introduction to butterfly and workout swims. Students must be able to swim in deep water and have a basic understanding of all strokes.

PHED BC 2125x, y

Aqua Exercise

Introduction to a variety of water exercises, including aqua jogging, water polo, and aerobics, to increase strength, endurance, and flexibility.

PHED BC 2129x, y

WSI Aide/Water Safety

Introduction to teaching swimming lessons. Students refine their own strokes and learn to help Water Safety Instructors in teaching American Red Cross swim lessons. Emphasis on community water safety and rescue skills.

PHED BC 3131x

Lifeguard Training

Preventive life guarding and swimming rescues. Leads to American Red Cross certification in Lifeguard Training, First Aid, and CPR for the Professional Rescuer.

Swimming test for class admission given during first class meeting.

Cardiovascular Courses

PHED BC 1582x, y

Aerobics

Multi-impact cardiovascular exercise performed to a variety of music. Abdominal exercises and stretching included. All levels.

PHED BC 1587x, y

Step

Low-impact cardiovascular exercise using a step platform. Abdominal exercises and stretching included. Requires some aerobics experience.

PHED BC 2581x, y

Intermediate/Advanced Aerobics

Multi-impact aerobics at the intermediate to advanced level set to a variety of music. Choreographed combinations of low/high impact aerobics, strength training, and flexibility exercises are included.

Mind/Body Courses

PHED BC 1687x, y

Alexander Technique

Introduction to the principles and practice of Alexander Technique, a process of self-observation, experimentation, and change. Guided by verbal and hands-on cues, students learn to prevent habits of tension that arise when they perform their everyday activities and thereby move with more lightness, ease, and freedom.

PHED BC 1690x, y

Self-Defense

Introduction to the essentials of street self-defense; physical activities and mental preparation.

PHED BC 1691x, y

T'ai Chi

Introduction to movement principles of T'ai Chi Ch'uan. Instruction on the beginning postures of the Yang-style form.

PHED BC 1692x, y

Qigong

Selected health exercises from the Chinese folk tradition, including 18 Liangong, Professor Cheng's Eight Methods, and The Swimming Dragon.

PHED BC 1693x, y

Yoga

An introduction to Hatha Yoga focusing on the development of the physical body to increase flexibility and strength. Breathing practices and meditation techniques that relax and revitalize the mind and body are included.

PHED BC 2694x, y

Intermediate Yoga

Intermediate and advanced Hatha Yoga, with emphasis on increasing muscular endurance and flexibility required to maintain the poses. Breathing practices and meditation techniques are included.

Muscular Strength/Endurance Courses

PHED BC 1102x, y

Personal Fitness

An introduction to fitness activities for improvement in muscular strength and endurance, cardiorespiratory fitness, flexibility, and body composition.

PHED BC 1532x, y

Core Strength

Pilates-based mat class utilizing the "power house" (abdominal, gluteal, hamstring muscles) to develop overall body strength and tone.

PHED BC 1581x, y**Body Sculpting**

Muscle definition exercises using weights and bands for the whole body.

PHED BC 1585x, y**Weight Training**

Introduction to principles of weight training; use of the Universal and Cybex resistance machines and free weights. Programs tailored to individual needs.

Sports Courses**PHED BC 1350x, y****Archery**

Techniques of shooting target archery. Individualized instruction for all levels; selection and care of equipment; safety; intraclass tournaments, and novelty shoots.

PHED BC 1353x, y**Badminton**

An introduction to the basic strokes, rules, etiquette, and strategies of singles and doubles play. Advanced skills and strategies introduced as appropriate.

PHED BC 1362x, y**Golf**

Introduction to the game of golf through a variety of indoor drills to develop all facets of the game. Includes building an effective swing, the “long and short” game, and rules of play. Field trip to Chelsea Piers Driving Range included.

PHED BC 1364x, y**Tennis**

Introduction to the basic groundstrokes, serve, rules, scoring, strategy, and etiquette of singles and doubles play.

PHED BC 1366x, y**Foil Fencing**

Techniques of fencing with the foil. Basic offensive and defensive blade skills as well as fencing etiquette, equipment selection, safety, footwork, rules, officiating, and bouting are included. Introduction to electrical apparatus as time permits.

PHED BC 1367 x, y**Sabre Fencing**

Techniques of fencing with the sabre. Basic offensive and defensive skills, etiquette, equipment selection, safety, footwork, rules, officiating, and bouting are included.

PHED BC 1455x, y**Basketball**

Emphasis on the development of fundamental skills and sport-specific conditioning; rules, team play, and strategies.

PHED BC 1465x, y**Lacrosse**

Development of the fundamental skills and strategies used in lacrosse; rules, team play, and sport-specific conditioning.

PHED BC 1470x, y**Volleyball**

Development of the fundamental skills and strategies of volleyball. Serving, passing, attacking, blocking, team offense, and defense.

Self-Paced Courses

Self-Paced Courses are individualized workout programs designed for the intermediate exerciser. Students must agree to workout two times per week on non-consecutive days. Students must pass pre/post tests. *No first-year students.*

PHED BC 2510x, y **Self-Paced Weight Training**

Individualized weight room program. *Pretest: 1 RM Bench Press and Leg Press.*
Prerequisite: PHED BC 1585x, y Weight Training, or permission of the instructor.

PHED BC 2512x, y **Self-Paced Running**

Indoor/outdoor running. No treadmill. Group runs throughout the semester. *Pretest: 1.5 mile run in 15 minutes.*

PHED BC 2514x, y **Self-Paced Cardio**

Aerobic workouts on Stairmaster, stationary bike, or treadmill. *Pretest: 4.0 miles on a stationary bike in 14 minutes.*

PHED BC 2516x, y **Self-Paced Cycling**

Aerobic workouts on stationary bike. *Pretest: 2.5 miles on a stationary bike in 12 minutes.*

PHED BC 2518x, y **Self-Paced Fitness**

Participation in fitness activities including group and individual exercises. Course includes five components of physical fitness: muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition. Labs are included throughout the course. *Pretest: none.*
Prerequisite: Weight Training course in a previous semester at Barnard.

PHED BC 2799x, y **Independent Study**

Enrollment in a course of instruction not offered by the Barnard or Columbia Physical Education Department. No first-year students are permitted. *Department approval required.*

PHED BC 3125x, y **Self-Paced Lap Swim**

Students develop an individualized swimming program with an instructor. Stroke and turn clinics will be offered throughout the semester. *Pretest: 500 yards (25 pool lengths) in 12 minutes.*

Dance

See Dance Department (page 156) for course listings. Studio dance courses may be taken to fulfill the Physical Education requirement. Dance courses taken to fulfill the Physical Education requirement do not carry academic credit.

PHYSICS AND ASTRONOMY

403 Altschul Hall

854-3628

www.phys.barnard.edu

Professor: Timothy Halpin-Healy

Associate Professors: Laura Kay (Chair), Reshmi Mukherjee

Assistant Professor: Janna Levin

Lab Director: Stiliana Antonova

Other officers of the University offering courses listed below:

Professors: James Applegate, Norman Christ, Jules Halpern, Sven Hartmann, Tony Heinz, David Helfand, Joseph Patterson, Mal Ruderman, Ed Spiegel, Michael Tuts, Jacqueline van Gorkom, William Zajc

Associate Professors: Brian Cole, Janet Conrad, Arlin Crotts, Robert Mawhinney, Frederik Paerels, John Parsons

Assistant Professors: Hal Evans, Zoltan Haiman, Stefan Westerhoff

Adjunct Professor: Morgan May

From Aristotle's *Physics* to Newton's *Principia*, the term "physics," taken literally from the Greek φυσικς (= Nature), implied natural science in its very broadest sense. Physicists were, in essence, natural philosophers, seeking knowledge of the observable phenomenal world. Astronomy, a sibling science to physics, concentrated specifically on the study of natural phenomena in the heavens with the intent to understand the constitution, relative positions, and motions of the celestial bodies in our universe. Though practitioners of these disciplines have become somewhat more specialized in the past century, the spirit that guides them in their research remains the same as it was more than two millennia ago.

In cooperation with the faculty of the University, Barnard offers a thorough pre-professional curriculum in both physics and astronomy. The faculty represents a wide range of expertise, with special strength and distinction in theoretical physics, condensed matter physics, and observational astrophysics.

Separate majors in physics and astronomy are offered. A major in astrophysics is also possible. Furthermore, there are many special interdisciplinary majors possible, such as biophysics, chemical physics, engineering physics, and mathematical physics. There is a physics minor as well. Students should consult members of the department early on in their undergraduate careers in order to plan the most effective course of study.

Qualified seniors are invited to participate in the seniors honors program, in which they carry out a year-long research project leading to the thesis.

The department offers several quite distinct introductory sequences in physics, only one of which may be taken for credit:

1. PHYS V 1051–2, *General Physics*, is a two-semester introduction to physics intended for liberal arts students. The lectures are given on the Columbia campus and the labs at Barnard. It satisfies the Barnard Laboratory Science requirement. It does not fulfill the premedical requirement or the physics requirement for any major.

2. PHYS V 1201–2, *General Physics*, is satisfactory preparation for medical school and is appropriate for most non-science major premedical students. This course, devoted to algebra-based physics, is taught at Columbia in a large lecture hall setting. It is not recommended as a foundation for more advanced work in the field. PHYS V 1301–2 is similar but uses calculus.
3. PHYS BC 1206–8, *Physics I, II, III*, is Barnard's own three-semester, calculus-based introductory sequence in physics. Characterized by modest class sizes, it is designed specifically for Barnard women with a serious interest in any of the natural sciences or mathematics. Moreover, it is especially appropriate for majors in physics, chemistry, or biochemistry, whether premedical or not. Biology majors with some calculus background are also encouraged to take this sequence. Finally, Barnard women contemplating a major in physics or astronomy should take PHYS BC 1206–7 in their first year, if possible, or in their second at the latest, to be followed by the third-semester course, *Waves and Optics*.
4. First-year students with exceptional aptitude for physics (as evidenced, for example, by scores of 4 or 5 on the advanced placement C exam) and a good mathematical background may be admitted into the Columbia-taught two-semester sequence PHY C 2801–02 *General Physics*, which replaces all three terms of the sequence for majors. Students inclined toward this sequence are strongly encouraged to consult a Barnard faculty member at the start of the term.

Students unsure about the most appropriate sequence should consult members of the department.

The following courses may be substituted for each other:

PHYS BC 1206 and C 1601 with W 1691

PHYS BC 1207 and C 1602 with W 1692

PHYS BC 1208 and C 2601

ASTR BC 1753–4 and C 1403–4

There is a laboratory fee of \$25 for each 1000-level physics course with a laboratory.

REQUIREMENTS FOR THE ASTRONOMY MAJOR

The courses required for the major in astronomy are:

PHYS BC 1206

Physics I: Mechanics

PHYS BC 1207

Physics II: Electricity & Magnetism

PHYS BC 1208

Physics III: Waves and Optics

Students may substitute a Columbia College three-semester calculus-based introductory physics sequence with lab, as in the physics major.

Calculus through IIIS/IVA is required, with additional work in mathematics recommended.

Also:

ASTR C 2001, 2002 *Introduction to Astrophysics I, II*

Students who have taken ASTR V 1753–4 (*Introduction to Astronomy I, II*) or

C 1403–4 may substitute an additional 3000-level ASTR course for ASTR C 2001–2.

Finally, students are required to take four 3000-level ASTR or PHYS courses, including at least one of ASTR C 3102 or PHYS W 3003 *Mechanics*, and selected so that at least six total points of 3000-level lecture classes are ASTR courses. Some of the ASTR courses offered in recent years include:

ASTR C 3101

Stellar Structure and Evolution

ASTR C 3102

Extrasolar Planets and Astrobiology

ASTR C 3601

General Relativity, Black Holes, and Cosmology

ASTR C 3602	<i>Physical Cosmology</i>
ASTR C 3646	<i>Observational Astronomy</i>

Students planning to study astronomy or astrophysics in graduate school are strongly urged to take PHYS BC 3006, W 3003, W 3007–8, G 4023, some additional courses in mathematics, and Computer Science (COMS) W 1003 *Programming in C* or W 1005 *Fortran Programming*. Note: When any of the required courses is not being given, the department will recommend appropriate substitutions.

REQUIREMENTS FOR THE ASTRONOMY MINOR

Students who complete the Universe Semester of Biosphere2, plus an additional 2 semesters of calculus level introductory physics, receive a Minor in Astronomy.

REQUIREMENTS FOR THE PHYSICS MAJOR

The courses required for the major in physics are:

PHYS BC 1206	<i>Physics I: Mechanics</i>
PHYS BC 1207	<i>Physics II: Electricity & Magnetism</i>
PHYS BC 1208	<i>Physics III: Waves and Optics</i>

In lieu of the above, any three-semester Columbia introductory sequence acceptable for the physics major in Columbia College will do (e.g., PHYS C 1601–2, 2601, taken with PHYS W 1691–3). The accelerated two-semester Columbia College sequence PHYS C 2801–2 is also acceptable.

Calculus through IIIS/IVA is required, with additional work in mathematics recommended; e.g., Math E 1210x, y *Ordinary Differential Equations*, APMA E 3102y *Applied Mathematics II*. The calculus sequence should be completed by the end of the sophomore year.

At the upper level:

PHYS W 3003	<i>Mechanics</i>
PHYS BC 3006	<i>Quantum Physics</i>
PHYS W 3007	<i>Electricity and Magnetism</i>
PHYS W 3008	<i>Electromagnetic Waves and Optics</i>
PHYS G 4023	<i>Statistical Physics</i>

are required, and a total of 6.0 points of advanced lab work, preferably PHYS BC 3086 and 3088, taken concurrently with their cognate Columbia lecture courses. Alternately, students may opt for repeated enrollment in PHYS W 3081, Columbia's 1.5 point EKA laboratory, or Barnard's PHYS BC 3082. Finally, the student must take Computer Science W 1003 *Programming in C*, W 1005 *Fortran Programming*, or PHYS W 3083 *Electronics Laboratory*.

Students planning to study physics in graduate school should include several 4000-level electives in their senior year program.

Astrophysics Majors: Students wishing to major in astrophysics should consult a member of the department.

INTERDISCIPLINARY MAJOR

Special majors in, for example, biophysics, chemical physics, engineering physics, or mathematical physics are all possible and are arranged in conjunction with the relevant second department at Barnard. A student interested in such possibilities should speak to a faculty member early on (i.e., by late fall of her sophomore year) in order to permit the most effective construction of her program of study and the appropriate petition to be made to the Committee on Programs and Academic Standing. The latter is a straightforward procedure associated with the declaration of all special majors at Barnard.

REQUIREMENTS FOR THE PHYSICS MINOR

Five courses are required for the minor in physics. They are: any three-semester introductory sequence acceptable for the major (see above); and two 3-point courses at the 3000-level.

COURSES OF INSTRUCTION

Astronomy Courses

ASTR BC 1753x

Introduction to Astronomy I: Life in the Universe

An introduction to astronomy, taught at Barnard, intended primarily for non-science majors. Includes discovery of new planets, the search for life, gravitation and planetary orbits, the physics of the Earth and its atmosphere, and the exploration of the solar system. —L. Kay

Recommended preparation: A working knowledge of high school algebra. *Suggested parallel laboratory course:* ASTR C 1903x.

3 points. MW 1:10–2:25

ASTR BC 1754y

Introduction to Astronomy II: Stars, Galaxies, and Cosmology

The properties of stars, star formation, stellar evolution and nucleosynthesis, the Milky Way and other galaxies, and the cosmological origin and evolution of the universe. —L. Kay

Recommended preparation: A working knowledge of high school algebra. *Suggested parallel laboratory course:* ASTR C 1904y.

3 points. MW 1:10–2:25

ASTR C 1903x

Earth, Moon, and Planets Laboratory

This laboratory is for the lecture courses ASTR BC 1753x or ASTR C 1403x. The lecture course must be taken concurrently. —L. Kay

Corequisite: ASTR BC 1753x or ASTR C 1403x.

1 point.

ASTR C 1904y

Beyond the Solar System Laboratory

This laboratory is for the lecture courses ASTR BC 1754y and ASTR C 1404y. A lecture course must be taken concurrently. —Instructor TBA

Corequisite: ASTR BC 1754y or ASTR C 1404y.

1 point.

ASTR C 1403x

Earth, Moon, and Planets (lecture)

The overall architecture of the solar system. Motions of the celestial sphere. Time and the calendar. Life in the solar system and beyond. —J. Applegate

Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra.

3 points. TuTh 1:10–2:25

ASTR C 1404y

Beyond the Solar System

Distances to, and fundamental properties of, nearby stars; nucleosynthesis and stellar evolution; novae and supernovae; galaxies; the structure of the universe and theories concerning its origin, evolution, and ultimate fate. —F. Paerels

Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra.

3 points. TuTh 1:10–2:25

ASTR C 1420x**Galaxies and Cosmology**

The content, structure, and possible evolution of galaxies. The “21-centimeter line”: the song of interstellar hydrogen. Distribution mass, seen and unseen, in galaxies and clusters of galaxies. Distribution of clusters over the sky. Quasars and the nuclei of galaxies. The origin of the universe, and the present controversy over its eventual fate. —F. Paerels

Prerequisite: Working knowledge of high school algebra.

3 points. TuTh 1:10–2:55

ASTR C 1836x**Stars and Atoms**

A study of the life cycles of stars, from their birth in cold gas clouds to their final throes in supernova explosions. The turn-of-the-century revolution in physics: x-rays, radioactivity, the nuclear atom, and the quantum theory. Energy production by nuclear fission and fusion, and its consequences.

—F. Paerels

Recommended preparation: A working knowledge of high school algebra.

3 points. Not offered in 2003–04.

ASTR C 2001x**Introduction to Astrophysics I**

The first term of a two-term, calculus-based introduction to astronomy and astrophysics. Topics include the physics of stellar interiors, stellar atmospheres and spectral classifications, stellar energy generation and nucleosynthesis, supernovae, neutron stars, white dwarfs, interacting binary stars. —J. Patterson

Prerequisite: A working knowledge of calculus. *Corequisite:* A course in calculus-based general physics.

3 points. TuTh 2:40–3:55

ASTR C 2002y**Introduction to Astrophysics II**

Continuation of ASTR C 2001x. These two courses constitute a full year of calculus-based introduction to astrophysics. Topics include the structure of our galaxy, the interstellar medium, star clusters, properties of external galaxies, clusters of galaxies, active galactic nuclei, cosmology. —J. Patterson

Prerequisite: A working knowledge of calculus. *Corequisite:* A course in calculus-based general physics.

3 points. TuTh 2:40–3:55

ASTR C 2900y**Frontiers of Astrophysics Research**

Several members of the faculty will each offer a brief series of talks providing context for a current research topic in the field and will then present recent results of their ongoing research. Opportunities for future student research collaboration will be offered. Grading is Pass/Fail. —J. Halpern

1 point. F 11:00–12:00

ASTR C 3101x**Stellar Structure and Evolution**

The physics of stellar structure, stellar atmospheres, nucleosynthesis, stellar evolution, interacting binary stars, white dwarfs, and neutron stars.

Prerequisite: One year of calculus-based general physics.

3 points. Not offered in 2003–04.

ASTR C 3102y**Extrasolar Planets and Astrobiology**

Planets and planetary dynamics, detecting extrasolar systems, characteristics of extrasolar planets, astrobiology. —C. Scharf

3 points. MW 2:40–3:55

ASTR C 3601x

General Relativity, Black Holes, and Cosmology

An introduction to general relativity, Einstein's geometrical theory of gravity. Topics include special relativity, tensor calculus, the Einstein field equations, the Friedmann equations and cosmology, black holes, gravitational lenses and mirages, gravitational radiation, and black hole evaporation. —E. Spiegel

Prerequisite: One year of calculus-based general physics.

3 points. MW 1:10–2:25

ASTR C 3602y

Physical Cosmology and Extragalactic Astronomy

The standard hot big bang cosmological model and other modern observational results that test it. Topics include the Friedmann equations, the standard model of particle Physics, the age of the universe, primordial nucleosynthesis, the cosmic microwave background, the extragalactic distance scale, and modern observations. —Z. Haiman

Prerequisite: One year of calculus-based general physics.

3 points. MW 1:10–2:25

ASTR C 3646

Observational Astronomy

An introduction to the basic techniques used in obtaining and analyzing astronomical data. Focus on “ground-based” methods at optical, infrared, and radio wavelengths. Regular use of the telescope facilities atop the roof of the Pupin Labs and at Harriman Observatory. The radio-astronomy portion consists mostly of computer labs. In research projects, students also work on the analysis of data obtained at National Observatories. —A. Crotts

3 points. MW 2:40–3:55

ASTR C 3273y

High Energy Astrophysics

Prerequisite: One year of calculus-based general physics. Physics majors could take this course with no previous astronomy background. —J. Halpern

3 points. Not offered in 2003–04.

ASTR C 3997x and C 3998y

Independent Research

A variety of research projects conducted under the supervision of members of the faculty. Observational, theoretical, and experimental work in galactic and extragalactic astronomy and cosmology. The topic and scope of the work must be arranged with a faculty member in advance: a written paper describing the results of the project will be required at its completion. (A two-semester project can be designed so that the grade YC is given after the first term.) Senior majors in Astronomy or Astrophysics wishing to do a Senior Thesis should make arrangements in **May of their junior year** and sign up for a total of 6 points over their final two semesters. Both a substantial written document and an oral presentation of thesis results will be required.

3 points.

Astronomy-Physics-Geology C 1234x–1235y

The Universal Timekeeper: An Introduction to Scientific Habits of Mind

An introduction to ideas and models of thought in the physical sciences, adopting as its theme the use of the atom as an imperturbable clock. Lectures develop basic physical ideas behind the structure of the atom and its nucleus and then explore such diverse applications as measuring the age of the Shroud of Turin, determining the diets of ancient civilizations, unraveling the evolution of the universe, and charting the history of earth's climate. Facility with high school algebra is assumed. —D. Helfand

Prerequisite for C 1235y is C 1234x.

3 points. MW 2:40–3:55

For description of other astronomy courses, see the *Columbia College Bulletin*.

UNIVERSE SEMESTER AT BIOSPHERE2

UNIVERSE Semester is an intensive astronomy/astrophysics program for undergraduates, conducted at Columbia's Biosphere2 site near Oracle, Arizona, in both the fall and spring semesters. The program offers an innovative learning environment in a dark-sky desert wilderness, and abundant opportunities for research using Biosphere2 telescopes as well as the large (up to 96-inch) professional telescopes in the mountains near Tucson. The program offers advanced courses suitable for astronomy/physics majors, as well as more introductory courses for adventurous liberal arts majors. UNIVERSE Semester students receive 16 points of Barnard credit, with a specific courses designed as alternative versions of familiar Columbia courses in astronomy/physics. Designated courses from the UNIVERSE Semester can be used to satisfy the Barnard laboratory science and quantitative reasoning requirements. Students who complete a year of Calculus Physics (e.g., BC PHYS 1206–1207) in addition to the UNIVERSE Semester at Biosphere2 can receive a Minor in Astronomy.

Physics Courses

PHYS V 1051x, 1052y

Elementary Physics

An introduction to physics with emphasis on quantum phenomena, relativity, and models of the atom and its nucleus. —Lecture: H. Evans; Lab: S. Antonova

No previous background in physics is expected; high school algebra is required. Includes laboratory given by Barnard. Satisfies the Barnard science requirement, but not the physics requirement for admission to medical school.

4 points. Lecture: MW 2:40–3:55

PHYS BC 1091x, 1092y

The Elementary Physics Laboratory

—S. Antonova

The laboratory of V 1051, 1052 without the lecture. Students taking C 1001–1002 with BC 1091–1092 are doing the same thing as if they had registered for V 1051–1052 except that they receive separate grades for the lecture and lab.

1 point.

PHYS V 1201x, 1202y

General Physics

Mechanics, heat, electricity, magnetism, optics, and modern physics. —M. Tuts

No prerequisite. Non-calculus-based approach. Should be taken with accompanying lab PHYS V 1291x, 1292y. Satisfies requirements for medical school.

3 points. MW 11:00–12:15

PHYS C 1291x, 1292y

General Physics Laboratory

—M. Tuts

Laboratory to accompany V 1201, 1202.

1 point.

PHYS BC 1206x

Physics I: Mechanics

Fundamental laws of mechanics. Kinematics, Newton's laws, work and energy, conservation laws, collisions, rotational motion, oscillations, gravitation. —S. Antonova

Corequisite: Calculus I or the equivalent.

4.5 points. TuTh 10:30–11:50 Laboratory TBA

PHYS BC 1207y

Physics II: Electricity and Magnetism

Charge, electric field, and potential. Gauss's law. Circuits: capacitors and resistors. Magnetism and electromagnetism. Induction and inductance. Alternating currents. Maxwell's equations. —J. Levin

Prerequisite: Physics BC 1206x or the equivalent. Corequisite: Calculus II.

4.5 points. TuTh 10:30–11:50 Laboratory TBA

PHYS BC 1208x

Physics III: Waves and Optics

—T. Halpin-Healy

Prerequisites: Physics BC 1207y or the equivalent. *Corequisite:* Calculus III.

4.5 points.

PHYS V 1900y

Seminar in Contemporary Physics and Astronomy

Lectures on current areas of research with discussions of motivation, techniques, and results, as well as difficulties and unsolved problems. Each student submits a written report on one field of active research. —M. Ruderman

Prerequisite or corequisite: Any 1000-level course in the Physics or Astronomy departments. This course may be repeated for credit only with the instructor's permission.

1 point. F 11:00–12:00

PHYS C 2801x, 2802y

General Physics

Mechanics, heat, electricity, magnetism, and light. —N. Christ

Prerequisite: Advanced placement in mathematics or some knowledge of differential and integral calculus and permission of the departmental representative. (A special placement meeting is held during Orientation Week.)

4 points. TuTh 10:35–12:25; recitation sections Tu 4:00–5:00, Th 4:00–5:00

PHYS W 3003x

Mechanics

Newtonian mechanics. Oscillations and resonance. Conservative forces and potential energy. Central forces. Non-inertial frames of reference. Rigid body motion. Introduction to Lagrangian mechanics. Coupled oscillators and normal modes. —M. Shaevitz

Prerequisites: General physics and integral calculus.

3 points. MW 11:00–12:15

PHYS BC 3006y

Quantum Physics

Wave-particle duality and the Uncertainty Principle. The Schrödinger equation. Basic principles of the quantum theory. Energy levels in one-dimensional potential wells. The harmonic oscillator, photons, and phonons. Reflection and transmission by one-dimensional potential barriers. Applications to atomic, molecular, and nuclear physics. —R. Mukherjee

Prerequisite: BC 1208 or C 1802 or the equivalent.

3 points. MW 1:10–2:25

PHYS W 3007y

Electricity and Magnetism

Electrostatics and magnetostatics. Laplace's equation and boundary-value problems. Multipole expansion. Dielectric and magnetic materials. Faraday's law. AC circuits. Maxwell's equations. Lorentz covariance and special relativity. —C. Hailey

Prerequisites: BC 1207 or the equivalent, and differential and integral calculus.

3 points. MW 11:00–12:15

PHYS W 3008x

Electromagnetic Waves and Optics

Maxwell's equations and electromagnetic potentials. The wave equation. Propagation of plane waves. Reflection and refraction. Geometrical optics. Transmission lines, wave guides, and resonant cavities. Radiation. Interference of waves. Diffraction. —S. Westerhoff

Prerequisite: W 3007y.

3 points. MW 9:35–10:50

PHYS W 3081x, y**Intermediate Laboratory Work**

The laboratory has available 12 individual experiments, of which two are required for 1.5 points. Each experiment is chosen by the student in consultation with the instructor. Registration in each section is limited by the laboratory capacity. Experiments (classical and modern) cover electricity, optics, and atomic and nuclear physics topics. —M. May

For junior and senior physics majors. May be repeated for credit by performing different experiments.
1.5 points.

PHYS BC 3082x**Advanced Physics Laboratory**

Barnard College physics laboratory has available a variety of experiments meant to complement 3000-level lecture courses. Each experiment requires substantial preparation, as well as written and oral presentations. Elementary particle experiments: detectors, cosmic ray triggers, muon lifetime.

—R. Mukherjee

1.5 points.

PHYS W 3083y**Electronics Laboratory**

Experiments in solid state electronics, with introductory lectures. —J. Parsons

Permission of the instructor required. Corequisite: W 3003 or W 3007. Registration is limited to the capacity of the laboratory.

2 points. MW 1:10–4:00

PHYS V 3086y**Quantum Physics Laboratory**

Experiments illustrating phenomenological aspects of the early quantum theory—(i) Hydrogenic Spectra: Balmer Series & Bohr-Sommerfeld Model; (ii) Photoelectric Effect: Millikan's Determination of h/e ; (iii) Franck-Hertz Experiment; and (iv) Electron Diffraction Phenomena. Substantial preparation required, including written and oral presentations, as well as an interest in developing the knack and intuition of an experimental physicist. This course is best taken concurrently with PHYS BC 3006y *Quantum Physics*. —R. Mukherjee

3 points.

PHYS V 3088x**Advanced Electromagnetism Laboratory**

Classical electromagnetic wave phenomena via Maxwell's equations, including—(i) Michaelson and Fabry-Perot Interferometry, as well as a thin-film interference and elementary dispersion theory; (ii) Fraunhofer Diffraction (and a bit of Fresnel); (iii) Wireless Telegraphy I: AM Radio Receivers; and (iv) Wireless Telegraphy II: AM Transmitters. Last two labs pay homage to relevant scientific developments in the period 1875–1925, from the discovery of Hertzian waves to the Golden Age of Radio.

Complements PHYS W 3008x *Electromagnetic Waves and Optics*. —T. Halpin-Healy

3 points.

PHYS V 3500x, y**Supervised Readings in Physics**

Readings in a selected field of physics under the supervision of a faculty member. Written reports and periodic conferences with the instructor. —Staff

Prerequisite: Written permission of the faculty member who agrees to act as supervisor and the permission of the departmental representative.

3 points.

PHYS V 3900x, y

Supervised Individual Research

For specially selected students, the opportunity to do a research problem in contemporary physics under the supervision of a faculty member. Each year several juniors are chosen in the spring to carry out such a project beginning in the autumn term. A detailed report on the research is presented by the student when the project is complete. —Staff

Permission of the departmental representative required.

1 to 5 points a term.

PHYS G 4003y

Advanced Mechanics

Lagrange's formulation of mechanics. The calculus of variations and the action principle. Hamilton's formulation of mechanics. Applications to rigid body motion and normal modes. —M. Gyulassy

Prerequisite: W 3003.

3 points. MW 9:35–10:50

PHYS G 4021x

Quantum Mechanics

The formulation of quantum mechanics in terms of state vectors and linear operators. Three-dimensional spherically symmetric potentials. The theory of angular momentum and spin. Identical particles and the exclusion principle. Methods of approximation. Multi-electron atoms. —A. Millis

Prerequisites: W 3003, W 3007, BC 3008.

3 points. TuTh 10:35–11:50

PHYS G 4023x

Thermal and Statistical Physics

Thermodynamics, kinetic theory, and statistical mechanics. Energy and entropy. Classical and quantum statistics. Ideal and real gases. Black-body radiation. Chemical equilibrium. Phase transitions.

Ferro-magnetism. —W. Zajc

Prerequisite: BC 3008x.

3 points. TuTh 1:10–2:25

For a description of other courses, see the *Columbia College Bulletin*.

POLITICAL SCIENCE

417A Lehman Hall

854-8422; Fax 854-3024
www.barnard.edu/polisci

Professors: Demetrios J. Caraley (Janet H. Robb Professor)², Dennis G. Dalton², Ester R. Fuchs¹, Richard M. Pious (Adolf S. and Effie E. Ochs Professor and Chair)

Associate Professors: Flora S. Davidson (Adjunct), Paula Franzese (Visiting), Xiaobo Lü¹, Kimberly J. Marten

Assistant Professors: Robert Amdur (Visiting), Linda J. Beck, Alexander A. Cooley, Heather Foust-Cummings (Visiting), Elizabeth Jay Friedman, Jeffrey M. Friedman, Kimberley S. Johnson, Lorraine C. Minnite¹, Raymond A. Smith

Senior Lecturer: Kathleen Knight

Special Lecturer: Peter H. Juviler

Associate: Ann Marie Murphy

Departmental Administrator: Nell Dillon-Ermers

Other officers of the University offering courses listed below:

Professors: David A. Baldwin, Richard Betts, Lee C. Bollinger, Jean Cohen, Gerald L. Curtis, Robert Erikson, Robert Jervis, David C. Johnston, Ira Katznelson, Robert H. Legvold, Helen Milner, Andrew J. Nathan (Chair), Jack Snyder

Associate Professors: David Epstein, John Huber, Walter Mattli

Assistant Professors: V. Page Fortna, Erik Gartzke, Lucy Goodhart, Amaney A. Jamal, Robert C. Lieberman, Nadia Urbinati, Gregory Wawro

¹Absent on leave 2003–04.

²Absent on leave Autumn term.

Political science analyzes government institutions such as the nation-state and its sub-national components (including executive, legislative, judicial, and administrative units), processes such as budgeting, lawmaking, diplomacy, interest representation, and public policies as diverse as the government role in urban areas and the role of international organizations. In comparative politics, two or more nation-states or their sub-national units are used to develop generalizations about structures, institutions or behavior, and to understand regional political trends. Political science develops an understanding of leadership behavior involving power, influence, negotiation, and decision-making, as well as mass behavior such as voter choice, citizen competence and social mobilization. It considers fundamental questions of political theory: the rational and moral authority of leaders; the legitimacy and justness of their actions; the relationship of political action to religious, ethical, and legal standards, including the movement to define and enforce human rights, and the balance between freedom and equality.

The major prepares the student to play a leadership or participant role as a citizen in a democratic society, including preparing her to become a public or party official, civil servant, commentator, or civic volunteer. It equips students with a set of skills and core competencies which are vital for advanced professional education and a wide variety of professional careers, including law, business, journalism and communications; and work in philanthropic, public interest, or international development organizations. The major prepares students for advanced graduate study in political science and schools of public affairs and international affairs, which lead to careers in teaching, research, and policy innovation and analysis. Lecture courses develop student reasoning skills and critical analysis of readings;

the small group settings of the advanced colloquia develop research and oral presentation skills; the small-group or tutorial approaches used in the senior seminars provide a structured setting for learning to prepare a significant research project. Elective courses emphasize other competencies, including survey research and quantitative analysis of data in parties and elections courses; cost-benefit, decision-tree and other risk-management methodologies in decision-making courses; negotiation skills and game simulations in decision-making and international affairs courses; legal research in constitutional law and civil liberties courses; and field research in urban studies courses. The department encourages students to develop their skills in external internships and campus organizations, and many courses integrate student experiences in discussions and research projects.

Students interested in public careers should inquire about the five-year joint-degree programs at Columbia University's School of International and Public Affairs. These include the Graduate Program in Public Policy and Administration (MPA) and the Master of International Affairs Program (MIA).

REQUIREMENTS FOR THE MAJOR

A student majoring in Political Science is required to take a minimum of nine semester courses from the department's listed offerings, including:

- A. Political Science BC 1001 *Dynamics of American Politics*
- B. One of the following courses:
 - Political Science V 1501 *Introduction to Comparative Politics*
 - Political Science V 1601 *International Politics*
 - Political Science BC 1013 *Political Theory*
- C. Two colloquia or other courses requiring a research paper from among those courses designated by an asterisk (*); and
- D. Two semesters of research seminar for the senior essay: POLS BC 3761–3762. Both majors and concentrators are required to write a senior essay as part of the work for the required two-semester research seminar POLS BC 3761–3762.

The department's requirements are flexibly drawn to permit a major, in consultation with her adviser, to plan an overall program that, while providing some background in various areas of government and politics, can place special emphasis on such particular interests as the American political system (including its urban subsystem), foreign political systems, international relations, or political theory.

Departmental approval must be granted for transfer courses used toward the major. A maximum of three courses may be taken outside the courses listed in this catalogue to count for the major. Within this three-course limit, the following caps apply: two transfer courses; one summer course; two study-abroad courses.

A student granted Advanced Placement (AP) college credit in American Politics with a score of 5 will be exempted from the required course BC 1001 *Dynamics of American Politics*, after completing one advanced course in U.S. government listed in the Barnard catalogue. A student granted AP college credit in Comparative Politics with a score of 5 will be exempted from the requirement to take a second introductory course (from among BC 1013, V 1501 or V 1601), after completing one advanced course in Comparative Politics listed in the Barnard catalogue. No courses taken in summer school, study abroad programs, or transferred from other institutions satisfy this requirement. AP credit granted by the College does not apply toward completion of the nine-course major or five-course minor requirements in Political Science.

REQUIREMENTS FOR URBAN STUDIES MAJORS WITH POLITICAL SCIENCE SPECIALIZATION

A student majoring in Urban Studies with a specialization in Political Science is required to take a minimum of five semester courses, including:

POLS BC 1001	<i>Dynamics of American Politics</i>
POLS V 3313	<i>American Urban Politics</i>

Three from the following courses:

POLS BC 3230	<i>Political Economy of Regionalism in the U.S.</i>
POLS W 3245	<i>Race and Ethnicity in American Politics</i>
POLS BC 3300	<i>Colloquium on Political Participation and Democracy</i>
POLS BC 3305	<i>Colloquium on the Politics of Urban and Social Policy</i>
POLS BC 3322	<i>The American Congress</i>
POLS BC 3327	<i>Colloquium on the Content of American Politics</i>
POLS BC 3335	<i>Mass Media and American Democracy</i>
POLS W 4311	<i>American Parties and Elections</i>

REQUIREMENTS FOR THE MINOR

A student minoring in Political Science is required to take a minimum of five semester courses (at least three points each), including Political Science BC 1001. At least four of these five courses must be from listed offerings in this section of the Barnard Catalogue. AP credit may not be used to satisfy this requirement.

COURSES OF INSTRUCTION

In addition to Barnard offerings, the following list includes the titles and instructors of selected Columbia offerings for the 2003–04 academic year. For detailed descriptions of these courses, see the *Columbia College Bulletin*.

Introductory Courses

POLS BC 1001x, y **Dynamics of American Politics**

Examination of the dynamics of the American political system at the national level, including political participation elections, political parties, and national political institutions: the Presidency, the Congress, and the Judiciary. —x: K. Johnson, R. Pious; y: R. Smith

POLS W 1201 at Columbia does not satisfy the major or minor requirement. Limited enrollment.
3 points.

POLS BC 1013x, 1014y **Political Theory I, II**

Major texts of political theory from Plato to the present. Emphasis on comparison of basic concepts such as those of human nature and the ideal society, freedom and authority, equality and leadership, methods of creating change. —x: R. Amdur; y: D. Dalton

POLS BC 1013 is a prerequisite for BC 1014. No credit is given for BC 1014 unless BC 1013 has been satisfactorily completed. No exceptions will be granted. Enrollment limited to 200, with preference given to first-year students and sophomores.

3 points.

POLS V 1501x, y
Comparative Politics

An introduction to major issues and theories in comparative politics, democratization, and human rights. —x: D. Chalmers; y: L. Beck
3 points. *Required discussion section: POLS V 1511.*

POLS V 1601x, y
International Politics

Setting and dynamics of global politics; application of theories of international relations to selected historical and contemporary problems. —x: K. Marten, E. Gartzke; y: R. Jarvis
3 points. *Required discussion section: POLS V 1611.*

Lecture Courses

Unless otherwise specified, these courses do not have limits on class size. Lectures are the primary mechanism of instruction; see individual course descriptions for information on discussion sections.

American Government and Politics

POLS V 3313x
American Urban Politics

Patterns of government and politics in America's large cities and suburbs. Urban socioeconomic environment; influence of party leaders, local officials, and social and economic notables; racial, ethnic, and other interest groups; the press, the general public, and federal and state governments; the impact of urban government on ghetto and other urban problems. —Instructor TBA
3 points.

POLS BC 3335y
Mass Media and American Democracy

An examination of the structure of the mass media in the United States and their impact on the political and social beliefs, opinions, and behaviors of both the mass public and political elites. Particular attention will be paid to the tension that forms between the potential for an informed citizenry and the potential for a manipulated public. —K. Knight
Prerequisite: POLS BC 1001 or the equivalent. Not open to students who have taken POLS W 4220. For information on POLS BC 3336 Workshop in Mass Media and Politics, see below under SYMPOSIA.
3 points.

POLS W 4311x
American Parties and Elections

The changing role of political parties and elections in the American political system. The historical development of party conflict; the structure of party organization at the local and national levels; the roles of party and the media during presidential elections; who votes and why; and the future of American political parties. —E. Fuchs
Prerequisite: POLS BC 1001 or the equivalent.
3 points. *Not offered in 2003–04.*

POLS W 4316x
The American Presidency

Growth of presidential power, creation and use of the institutionalized presidency, presidential-congressional and presidential-bureaucratic relationships, and the presidency and the national security apparatus. —R. Pious
Prerequisite: POLS BC 1001 or the equivalent.
3 points.

POLS W 3211y
Liberalism in America

—I. Katznelson
3 points.

POLS W 3245y
Race and Ethnicity in American Politics
 —Instructor TBA
 3 points.

POLS W 3285x
Freedom of Speech and Press
 —L. Bollinger
 3 points.

POLS W 3322y
The American Congress
 —G. Wawro
 3 points.

POLS W 3399y
The Supreme Court and American Politics
 —Instructor TBA
Prerequisite: Sophomore standing.
 3 points.

POLS W 4220
Mass Media and American Politics
 —B. Nacos
 3 points.

POLS W 4226x
American Politics and Social Welfare Policy
 —R. Lieberman
 3 points.

Comparative Politics and Foreign Government

POLS BC 3007y
Modern Political Movements
 Causes, structures, and strategies of 20th-century political movements with particular reference to issues of imperialism, nationalism, gender, and race. Case studies of Indian nationalism, Nazism, Bolshevism, and the women's and civil rights movements. —Staff
 3 points. *Not offered in 2003–04.*

POLS V 3620y
Contemporary Chinese Politics
 An introduction to some basic aspects and major events in Chinese political life under the communists since 1949, focusing on the post-Mao reform period since 1978. Examination of economic and political development in China in a broader context of global transition from authoritarianism and state socialism. —X. Lü
Prerequisite: POLS V 1501 or POLS BC 3424 or permission of the instructor.
 3 points. *Not offered in 2003–04.*

POLS W 4435x
Political Corruption and Governance
 A survey of the social science discourse on political corruption in the contemporary world and its relationship to political and economic development. Exploration of questions concerning political corruption—its causes, consequences, patterns, and effective mechanisms to reduce, contain, and eliminate corruption. —X. Lü
Prerequisite: POLS V 1501 or its equivalent. Additional courses in comparative politics are recommended. Open to undergraduate students with at least sophomore standing and graduate students.
 3 points. *Not offered in 2003–04.*

POLS W 4496y

Contemporary African Politics

Topics include the transition from colonialism to independence, ethnic and class relations, the state, strategies for development, international influences, and case studies of selected countries. —L. Beck

Prerequisite: POLS V 1501 or the equivalent or permission of the instructor.

3 points. Not offered in 2003–04.

POLS W 3514x

European Union: Politics and Institutions

—L. Goodhart

3 points.

POLS W 3548y

Politics of Western Europe

—J. Huber

3 points.

POLS W 4445x

Politics in the Middle East and North Africa

—A. Jamal

3 points.

POLS W 4472x

Japanese Politics

—G. Curtis

3 points.

POLS W 4476y

Korean Politics

—S. Kim

3 points.

POLS W 4496y

African Politics

—A. Humphreys

3 points.

International Relations and Foreign Policy

POLS V 3633x

International Political Economy: Theories, Approaches, and Debates

A survey of the contending theories and approaches to the study of international political economy. Topics covered include: hegemony and stability, international cooperation, economic statecraft and sanctions, domestic actors and lobbyists, development and dependency, post-Communist reforms, and globalization. —A. Cooley

Prerequisite: POLS V 1601 or the equivalent; an introductory course in Economics is highly recommended.

Not open to students who have taken POLS BC 3800. Limited to 55 students.

3 points. Not offered in 2003–04.

POLS V 3675y

Russia and the West

An exploration of Russia's ambiguous relationship with the West, focusing on the political, cultural, philosophic, and historical roots of this relationship, as well as its foreign policy consequences. Cases are drawn from tsarist, Soviet, and post-Soviet periods. Special emphasis is placed on issues of political economy and international security. —K. Marten

Prerequisite: POLS V 1601 or permission of the instructor.

3 points. Not offered in 2003–04.

POLS W 3618x
Cooperation and Conflict in World Politics
—R. Jervis
3 points.

POLS W 3619y
Nationalism and Contemporary World Politics
—J. Snyder
3 points.

POLS W 3631x
American Foreign Policy
—D. Baldwin
3 points.

POLS W 3630x
The Politics of International Economic Relations
—W. Mattli
3 points.

POLS W 4869x
Korean Foreign Relations
—S. Kim
3 points.

POLS W 4871y
Chinese Foreign Policy
—A. Nathan
3 points.

POLS W 4882x
Foreign Policies of the Post-Soviet States
—R. Legvold
3 points.

POLS W 4895x
War, Peace and Strategy
—R. Betts
3 points.

Political Theory

POLS W 3100y
Justice
—D. Johnston
3 points.

POLS W 4133x
Classical and Medieval Political Thought
—N. Urbinati
3 points.

POLS W 4134y
Modern Political Thought
—N. Urbinati
3 points.

Symposia

Formats of these courses include discussion, and some courses may involve role-playing and game simulations, practicums, workshops, or other instructional methods. See individual course descriptions for limits on class size and enrollment information.

POLS BC 3012y

The United Nations in International Politics

Examination of the purposes, structures, roles, and achievements of the United Nations, focusing on contemporary issues: peacekeeping, sanctions, humanitarian aid, economic development, and international law. Attention is paid to conflict and cooperation between states in the General Assembly and Security Council, the influence of NGOs, and the operation of the bureaucracy. —K. Marten
Prerequisite: POLS V 1601. *Admission by sign-up with the instructor only. Enrollment limited to 45 students.*
 3 points. Not offered in 2003–04.

POLS V 3020y

Democracy and Its Critics

An historical overview and examination of significant philosophical attacks on and defenses of democracy: Plato, Marsilius, Savonarola, Hobbes, Locke, Mill, Lippmann, Schumpeter, Hayek, Dahl, Walzer, Wollheim. —J. M. Friedman
 3 points.

POLS V 3027y

Liberalism, Communitarianism, and the Good

Close reading of some of the canonical contemporary writers on the relationship between the individual, the community, and the good—Rawls, Nozick, Taylor, Sandel, MacIntyre—and, for some philosophical perspective, Leibniz and Weber. —J. M. Friedman
 3 points.

POLS BC 3200y

American Political Development, 1789–1980

Explores the development of the American political system and its institutions, including Congress and the Presidency. Traces the ways in which institutions shape our political life, and conversely the ways politics change institutions. Examines how historical approaches to American politics can shed light on some of the current dilemmas now facing the American political system. —K. Johnson
Prerequisite: POLS BC 1001 or the equivalent.
 3 points. Not offered in 2003–04.

POLS BC 3230x

The Political Economy of Regionalism in the U.S.

Examines how political and economic institutions shape patterns of regional and urban development. Focus on the role of national, state and local politics, especially federalism and intergovernmental relations, in explaining how Silicon Valley and Appalachia (or wealthy suburbs and poor inner cities) can exist in the same country. In turn, we examine how varied patterns of development influence politics. —K. Johnson
Prerequisite: POLS BC 1001 or the equivalent.
 3 points. Not offered in 2003–04.

POLS BC 3336x, y

Workshop in Mass Media and Politics

Students intern at mass media organizations in New York City (newspapers, magazines, television, and radio stations, etc.) while doing readings in media and politics. Reading lists are tailored to specific internships. Students meet every other week with instructor to discuss readings and connect them to internship experiences. Research paper required. —K. Knight
Junior or senior status. Prearrange internship through the Office of Career Development. Prerequisite or corequisite: POLS BC 3335 or the equivalent. *Permission of the instructor required.*
 2 points. Not offered in 2003–04.

POLS V 3460y**Gender and Politics in Comparative Perspective**

Focuses on how gender, the socially constructed difference between men and women, functions as a central relation of power that organizes political life across countries. General topics include: political theory, international relations, the state, and political representation. Course material includes case studies of various countries. —E. Jay Friedman

Prerequisite: Any one of POLS BC 1001, BC 1013, V 1501, V 1601, or WMST V 1001.

3 points. Not offered in 2003–04.

POLS V 3615x**Globalization and International Politics**

An exploration of how globalization affects the structures and functions of the international economy, state sovereignty, international security, and international civil society. Emphasis is placed on problems of international governance, legitimacy and accountability, and the evolving organizational processes that characterize contemporary international politics. —A. Cooley

Prerequisites: POLS V 1601 *International Politics*. An introductory course in economics, political economy, or international political economy is highly recommended. Limited to 55 students.

3 points.

POLS W 4321y**The Constitutional Law of Presidential-Congressional Relations**

Examination of the constitutional issues involved in presidential-congressional relations, including assertions of presidential emergency powers, control of the administrative agencies, congressional investigations and the independent counsel, and the constitutional law of presidential diplomatic and war powers. —R. Pious

Prerequisite: POLS BC 1001 or the equivalent.

3 points.

POLS W 4461y**Latin American Politics**

Comparative theoretical and empirical analysis of political development and regime change in the region through close study of the interrelated nature of polity, society, and economy in selected cases. —E. Jay Friedman

Prerequisite: POLS V 1501, or W 3502, or permission of the instructor.

3 points.

POLS W 4850x**Making Markets**

An interdisciplinary, theoretical examination of the politics and debates surrounding post-Communist economic reforms (“transitions”) in Eastern Europe and the former Soviet Union. Topics include: socialist legacies, transition strategies, privatization politics, corruption and the “Mafiya,” social effects, democratization, and the influence of international actors. —A. Cooley

Prerequisite: Introductory course in Economics or Political Economy.

3 points. Not offered in 2003–04.

Human Rights—Political Science**HRPS V 3001x****Introduction to Human Rights**

Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally. —A. Nathan

3 points.

Colloquia

Discussion of readings and development of research skills through completion of a term paper, which constitutes the major piece of written work for the course. Admission to each colloquium is limited to sixteen students. Apply through the Barnard Political Science Department office during the preceding semester's program-planning period. Students are assigned by the Department and not by individual instructors. Majors must complete two colloquia.

***POLS BC 3100x**

Colloquium on Social-Scientific/Historical Research

Intended to engender methodological self-awareness among students who might write senior theses requiring empirical research. After undertaking close readings and discussions of great methodological theorists, participants will write research papers and subject them to collective scrutiny grounded in reflecting on the purpose and assumptions behind social-scientific and historical research.

—J. M. Friedman

Prerequisite: Admission by application through the department only.

4 points.

***POLS BC 3118y**

Colloquium on Problems in International Security

Readings, discussions, and presentations on selected problems in international security.

—K. Marten

Prerequisite: POLS V 1601 or the equivalent. Admission by application through the department only.

4 points. Not offered in 2003–04.

***POLS BC 3119x**

Colloquium on Islam and Politics

Examination of how Islam shapes political institutions and attitudes. Analysis of Islam as religious doctrine and political ideology in six Muslim societies. Discussion of transnational issues of Islam and politics, including the status of women in Muslim societies, fundamentalism, and the “Islamic threat” in the post–Cold War era. —L. Beck

Prerequisite: POLS V 1501 or the equivalent. Admission by application through the department only.

4 points. Not offered in 2003–04.

***POLS BC 3300x**

Colloquium on Political Participation and Democracy

Examination of the role of citizen participation in the development of American democracy. Topics include movements of women, workers, racial minorities and students; community organizing; voting, parties, and electoral laws; and contemporary anti-corporate movements. —L. Minnite

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points. Not offered in 2003–04.

***POLS BC 3301x**

Colloquium on Women as Voters, Candidates and Leaders

Following a brief review of the history of women's status in politics, the role of women as members of the electorate, as candidates, and as elected representatives and leaders in the contemporary United States will be investigated in detail. —K. Knight

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points.

***POLS BC 3302y**

Colloquium on First Amendment Values

Examines the first amendment rights of speech, press, religion and assembly. In-depth analysis of landmark Supreme Court rulings provides the basis for exploring theoretical antecedents as well as contemporary applications of such doctrines as freedom of association, libel, symbolic speech, obscenity, hate speech, political speech, commercial speech, freedom of the press and religion. —P. Franzese

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points.

POLS BC 3305y*Colloquium on the Politics of Urban and Social Policy**

An analysis of the rise and decline of the federal safety net for poor people and poor cities, focusing primarily on the Carter to Clinton administrations. Analysis of the content of policies through the lenses of presidential leadership, party distribution in Congress, and the movement of Americans away from cities. —D. J. Caraley

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points. Not offered in 2003–04.

POLS BC 3326x*Colloquium on Civil Rights and Liberties**

Exploration of some currently evolving civil rights and liberties, primarily through analysis of Supreme Court decisions and pending cases. Topics include race and sex discrimination; sexual harassment; desegregation; affirmative action; freedom of expression, including pornography and “hate speech”; and abortion. —P. Franzese

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points.

POLS BC 3327y*Colloquium on Content of American Politics**

Readings, discussions, and research on contemporary issues in American politics. Specific topics vary each semester, but have included the politics of race, the consequences of federalism, and the politics of the 1960s and its impact on contemporary politics. —E. Fuchs

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points.

POLS BC 3331y*Colloquium on American Political Decisionmaking**

Readings on decisionmaking, policy analysis, and the political setting of the administrative process. Students will simulate an ad hoc Cabinet Committee assigned to prepare a presidential program to deal with aspects of the foreign aid program involving hunger and malnutrition. —R. Pious

Prerequisite: POLS B 1001 or the equivalent. Admission by application through the department only.

4 points.

POLS BC 3333x*Colloquium on Policy Analysis**

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points. Not offered in 2003–04.

POLS BC 3400x*Colloquium on Women, Gender, and Latin American Politics**

Readings, discussions, and research on the roles of women and gender in Latin American politics. Topics include: the interaction of gender relations and regime type (revolutionary, authoritarian, democratic); how class, race and ethnicity, sexuality, regional solidarity, national politics, and international opportunities influence women’s organizing; and the development and characteristics of Latin American feminism. —E. Jay Friedman

Prerequisite: POLS V 1501 or equivalent. Admission by application through the department only.

4 points. Not offered in 2003–04.

POLS BC 3410y*Colloquium on Human Rights in a Diverse World**

Exploration of the nature of human rights and questions of their validity and relevance, protection and redefinition, in this world of cultural diversity and diversity of national interests. —P. Juviler

Admission by application through the department only.

4 points.

***POLS BC 3414y**

Colloquium on Women, Gender, and the Third World

An exploration of the impact of changing models of economic development, religious and national movements, and political regimes on gender relations in the Third World through the lens of women's experiences. It draws on comparative case material from Africa, Asia, the Middle East, and Latin America. —E. Jay Friedman

Prerequisite: Any one of POLS V 1501, W3502, WMS V 1001 or equivalent. Admission by application through the department only.

4 points.

***POLS BC 3423y**

Colloquium on Nonviolence

Nature and dynamics of nonviolent action, especially when it is directed at gaining political and social change. Focus on Mahatma Gandhi's theory and practice of nonviolence in South Africa and India, 1906–1947. Comparison of this example with other instances of nonviolent action in 20th-century America and Europe. —D. Dalton

Prerequisites: POLS BC 1013 and BC 1014. Admission by application through the department only.

4 points.

***POLS BC 3425x**

Colloquium on the Politics of Development in East Asia

Designed to inform students about the politics of development in one of the world's most rapidly growing regions—East Asia (Japan, China, Korea, and Taiwan), focusing on the role of the state in economic development. —A.M. Murphy

Prerequisite: POLS V 1501 or the equivalent. Admission by application through the department only.

4 points.

***POLS BC 3433x**

Colloquium on Democratic Political Theory and Ethics

A study of the great books of political theory from Plato to the Federalist Papers to examine concepts such as power, elitism, democracy, tyranny, liberty, justice, the right to revolt, and force vs. morality. Throughout the course, these concepts will be related to the successes and failures of the American constitutional democracy. —D. J. Caraley

Admission by application through the department only.

4 points.

***POLS BC 3500y**

Colloquium on Political Economy of Corruption and Its Control

A comparative political economy course which addresses some important questions concerning corruption and its control: the concept, causes, patterns, consequences, and control of corruption.

Introduces students to and engages them in several key social science debates on the causes and effects of political corruption. —X. Lü

Prerequisite: POLS V 1501 or permission of the instructor. Admission by application through the department only.

4 points. Not offered in 2003–04.

***POLS BC 3502y**

Colloquium on Comparative Political Movements

Readings, discussions, and research on 20th-century political movements—their origins, development, goals, strategies, and ideologies; why they succeed or fail. Case studies include communist, fascist, and nationalist movements, as well as the women's and civil rights movements in the U.S. —Instructor TBA

Prerequisite: POLS V 1501 or permission of the instructor. Admission by application through the department only.

4 points. Not offered in 2003–04.

POLS BC 3800y*Colloquium on International Political Economy**

A survey of the major theories and issues that inform the study of international political economy. Topics include: hegemony and stability, international cooperation, economy and security, international trade, money and finance, North-South relations, regional integration, and globalization.

—A. Cooley

Prerequisite: POLS V 1601 or equivalent. Admission by application through the department only. Not open to students who have taken POLS V 3633.

4 points.

POLS BC 3805x, y*Colloquium on International Organization**

An exploration of the various structures, institutions, and processes that order relations among states and/or actors in the international system. Emphasis will be placed on contemporary issues such as dilemmas of humanitarian intervention, the politics of international institutions, the rise of non-governmental organizations, and globalization. —A. Cooley

Prerequisite: POLS V 1601 or the equivalent. Admission by application through the department only.

4 points.

For all **Urban Studies** course descriptions, please see p. 390.

Urban Studies URBS BC 3535y*Colloquium on Urban Administration and Management**

—Staff

Prerequisite: POLS BC 1001, V3313 or the equivalent. Admission by application through the Urban Studies department only.

4 points. Not offered in 2003–04.

Urban Studies URBS BC 3537y**Workshop in Urban Administration and Management**

—Staff

Corequisite: Urban Studies BC 3535.

2 points. Not offered in 2003–04.

Urban Studies URBS V 3994x–3995y*New York Area Undergraduate Research Program**

—T. Kamber

Prerequisite: Junior or senior standing. Admission by application only. Participation is for two terms.

Successful completion of both terms satisfies one semester of colloquium requirement, but not the senior essay requirement, for Barnard Political Science majors.

4 points.

Independent Study Option**POLS BC 3799x, y****Independent Study**

Students who wish to do an independent study project should speak to a faculty member willing to serve as sponsor, then fill out a “Request for Approval of Credit for Independent Study” and obtain signatures from the sponsor and chair of the department. File with the Committee on Programs and Academic Standing, which must approve all requests. (Note that no credit is given for an internship or job experience per se, but credit is given for an academic research paper written in conjunction with an internship, subject to procedures outlined above.) Students must consult with the sponsor in advance of filing as to workload and points of credit. A project approved for 3 or 4 points counts as a course for the purpose of the nine-course major or five-course minor requirement. No more than two such 3- or 4-point projects may be used for the major, and no more than one for the minor. An independent study project may not be used to satisfy either the colloquium or senior essay requirements. —Staff

Quantitative Methods

POLS BC 3345y

Statistical Analysis of Politics and Policy

Use of the microcomputer, including SPSS and electronic spreadsheets, in analysis of problems in the political process and public policy; practical applications in statistical analysis. —Staff

Satisfies Quantitative Reasoning requirement. Recommended prior course: POLS BC 1001.

4 points. Not offered in 2003–04.

Urban Studies URBS BC 3200x

Program Evaluation: Methods and Case Studies

For course description, please see the **Urban Studies** section (p. 390). —W. McAllister

Satisfies Quantitative Reasoning requirement. Recommended prior course: POLS BC 1001.

3 points.

POLS W 4209y, 4210x

Game Theory

—x: D. Epstein, M. Ting

3 points.

POLS W 4360x

Mathematical Methods for Political Science

—J. Huber

3 points.

POLS W 4910x

Quantitative Political Research

—Instructor TBA

3 points.

POLS W 4911y

Analysis of Political Data

—Instructor TBA

4 points.

POLS W 4912y

Multivariate Political Analysis

—L. Goodhart

4 points.

Research Seminars

Admission to particular sections of the research seminar is limited. During Spring pre-registration a student must apply for the section desired. Only the two-semester research seminar BC 3761x–3762y satisfies the senior essay requirement for Barnard Political Science majors.

Group or individual meetings depending on instructor. Course requirements are satisfied through completion of the Senior Essay, a project involving research using primary sources, which may include documents, interviews, field observation, or other data. Admission to each section is limited. Students are admitted by the Barnard Political Science Department and not by individual instructors. Apply through the Department Office during the semester preceding senior standing. Only the two-semester research seminar BC 3761–3762 satisfies the senior essay requirement for Barnard Political Science majors. The senior seminar must be taken for both semesters; there is no single-semester seminar option. (The course numbers for V 3711–3712 were changed to BC 3761–3762 in September 2003.)

POLS BC 3761x–3762y

Research Seminars

Discussion and conferences on the researching and writing of a senior essay on a topic selected by the student. —Staff

Prerequisite: A course in the subfield of the proposed essay topic.

4 points. Two semesters.

American Government and Politics:

(Numbers changed from V 3711–12 in Sept. 2003.)

Sec. 1 – K. Johnson

Sec. 3 – F. Davidson

Sec. 2 – L. Minnite

Sec. 4 – H. Foust-Cummings

Comparative Politics and

Foreign Government:

Sec. 5 – E. Jay Friedman

Sec. 6 – L. Beck

Political Theory:

Sec. 9 – J. M. Friedman

Sec. 10 – R. Amdur

International Relations and Foreign Policy

Sec. 7 – K. Marten

Sec. 8 – A. Cooley

The following single-semester seminars do not satisfy either the colloquium or senior essay requirements for Barnard Political Science majors, but do count toward the nine-course major and five-course minor requirements.

POLS W 3911x, 3912y (Columbia)

Seminar in Political Theory

x: J. Cohen; y: Instructor TBA

Prerequisite: POLS W 1201 or BC 1001 and the instructor's permission.

4 points.

POLS V 3921x, 3922y (Columbia)

Seminars in American Politics I, II

x: K. Knight, M. Ting, R. Nossif; y: R. Erickson, A. Gondek, K. Knight

Prerequisite: POLS W 1201 or BC 1001 and the instructor's permission. Usually either term may be taken separately.

4 points.

POLS W 3951x, 3952y (Columbia)

Seminars in Comparative Politics I, II

x: L. Goodhart; y: A. Jamal

Prerequisite: POLS V 1501 and the instructor's permission. Usually either term may be taken separately.

4 points.

POLS W 3961x, 3962y (Columbia)

Seminars in International Politics

x: R. Betts, T. Fazal, P. Fortna, R. Legvold, H. Milner; y: D. Baldwin, E. Gartzke, W. Mattli, K. Waltz

Prerequisite: POLS V 1601 and the instructor's permission. Usually either term may be taken separately.

Each student carries out independent research on a topic approved by the instructor.

4 points.

Graduate Courses

Certain graduate courses given in the University not listed in this catalogue are open to qualified undergraduate majors with the consent of the department and the major adviser. These courses are described in the bulletins of the Graduate School of Arts and Sciences, the Graduate Program in Public Affairs and Administration, and the School of International and Public Affairs.

Courses Offered at Reid Hall in Paris

Political Science courses are offered, in French, at Reid Hall in Paris. For course descriptions and additional information, see the Columbia Continuing Education & Special Programs bulletin available in 203 Lewisohn Hall or www.ce.columbia.edu/paris.

The Department and the College require a minimum of six of the nine courses required for the major be fulfilled at Barnard or Columbia. Students should consult with their adviser prior to going abroad to assure that the specific courses the student intends to take are appropriate for major transfer credit. However, final approval cannot be given until the student returns. (Obtain the departmental guidelines for studying abroad from the Department Office or online from the department web site at <http://cedar.barnard.columbia.edu/~polisci/program/abroad.html>.)

PSYCHOLOGY

415 Milbank Hall

854-2069

www.barnard.edu/psych

Professors: Peter Balsam (Samuel R. Milbank Professor), Patricia Kenny (Adjunct), Robert E. Remez (Ann Whitney Olin Professor), Susan Riemer Sacks, Rae Silver (Helene L. and Mark N. Kaplan Professor)

Professor Emerita and Special Lecturer: Lila Ghent Braine

Associate Professors: Larry Heuer³ (Chair, Autumn), Steven Stroessner² (Chair, Spring), Barbara Woike

Assistant Professors: Paul J. Currie (Departmental Representative), Eshkol Rafaeli, Ann M. Senghas¹, Lisa K. Son

Adjunct Associate Professors: Wendy McKenna, Karen Nolan

Adjunct Assistant Professors: William Fifer, Noah Glassman, Tovah P. Klein (Director of the Toddler Center), Deborah Lawrence, E'mett McCaskill, Karen Seeley, Sandra F. Stingle, Patricia Stokes, Nim Tottenham, Helene Walisever

Laboratory Administrator: Kathleen M. Taylor

¹Absent on leave 2003–04.

²Absent on leave Autumn term.

³Absent on leave Spring term.

Psychology is the study of behavior and experience, from love to aggression, from the first babbling of infants to intellectual creativity, from sexuality to the physiology of taste. Faculty members in Psychology have a wide range of interests, including social and cognitive development, memory, sexual and parental behavior, animal learning, social interplay, the self-concept, and the resolution of conflict.

Common to all areas of psychology is a concern with adequate and appropriate method. The student will encounter many perspectives on psychological evidence and technique through lecture, laboratory, field courses, and other offerings.

Opportunities are available for supervised research, teaching, and field experience. Independent study and the Senior Seminar involve participation in research with a faculty member. The Toddler Center and a course in Field Work in Psychological Services also provide first-hand contact with the study of psychology. The Department also sponsors a Psychology Club.

Psychology as a major concentration is good preparation for many careers. Many students enter graduate school in psychology, neuroscience, education, and professional schools, including medical, law, and business schools. There is no set sequence for a given career goal, but the Department recommends a balance between courses that are directly preparatory and those that establish a broad intellectual foundation.

Science requirement: Students desiring to fulfill the science requirement through Psychology are encouraged to take their lab courses in their early years at Barnard, because seniors do not receive priority in lab placements. To ensure exposure to different methods in psychology, the two lab courses will be drawn from different groups. See the description of lab groups under *Requirements for the Major*.

Students should request Department permission for lab courses in April and November for the following semester. Information about Department permission is available in Room 415 Milbank.

A laboratory fee of \$30 is charged for each laboratory course: BC 1105, BC 1108, BC 1117, BC 1123, BC 1127, BC 1130, and BC 1136.

Students interested in the Neuroscience and Behavior major should consult page 284.

REQUIREMENTS FOR THE MAJOR

The student majoring in Psychology is exposed to the diversity of the discipline through the required core courses and the selection of appropriate electives.

Eight courses in Psychology (of which two must be lab courses) and three courses in related disciplines are required for the major. Six of the eight required Psychology courses must be taken at Barnard College.* Statistics cannot be taken during the summer. Students who have passed the Advanced Placement exam with a score of 4 or 5 can satisfy major requirements (eight courses in Psychology, two labs, three courses in related disciplines) without BC 1001.

Students must take:

PSYC BC 1001	<i>Introduction to Psychology</i> (prerequisite for further psychology courses)
PSYC BC 1101	<i>Statistics</i> (preferably in the sophomore year)

Students must take one course from each group, of which two must be laboratory courses:

Group A

PSYC BC 1105 or 1107	<i>Psychology of Learning</i>
PSYC BC 1130 or 1132	<i>Human Learning and Memory</i>

Group B

PSYC BC 1108 or 1110	<i>Perception</i>
PSYC BC 1117 or 1119	<i>Behavioral Neuroscience</i>

Group C

PSYC BC 1123 or 1125	<i>Psychology of Personality</i>
PSYC BC 1136 or 1138	<i>Social Psychology</i>
PSYC BC 1127 or 1129	<i>Developmental Psychology</i>

Three additional elective courses are required. Students may take more than one course in each group.

A maximum of two of the following courses may count toward the major: BC 3465, BC 3466, BC 3591, BC 3592, and BC 3599.

The three required courses in related disciplines should be distributed in this manner: one-year course sequence in a science, both semesters accompanied by a three-hour laboratory section (astronomy, biology, chemistry, environmental science, geology, or physics); and one course from the cognate disciplines (anthropology, computer science, economics, linguistics, philosophy, or sociology). Courses to fulfill major requirements outside of Psychology may be taken for a grade of P.

The eight required Psychology courses must be taken for a letter grade. Students must earn a grade of C- or better in all courses used to fulfill the major requirements, including lab science and cognate courses.

Senior Requirement

Students may fulfill the Senior Requirement by completing one of the following courses during their senior year:

- (a) BC 3599, Independent Study (3 or 4 points);
- (b) BC 3591x, 3592y Senior Research Seminar; or
- (c) any 3000-level BC psychology seminar approved by a Psychology Adviser.

When in doubt, the student should consult with her major adviser, whom she should select when she decides to major in Psychology. The student should select the appropriate adviser by consulting with the Departmental Representative.

**Students who complete an approved Columbia psychology seminar or independent study in their senior year may count this course as one of their six required Barnard courses (see Senior Requirement).*

REQUIREMENTS FOR THE MINOR

Five courses are required for the minor, including Psychology BC 1001, BC 1101, and one laboratory course. Two additional electives, excluding Psychology BC 3465–BC 3466, BC 3591–BC 3592, and BC 3599, are required. These electives may be selected from the Psychology Department course offerings. Three of the five psychology courses must be taken at Barnard.

COURSES OF INSTRUCTION

Introductory Courses

PSYC BC 1001x, y

Introduction to Psychology

Introduction to the chief facts, principles, and problems of human and animal behavior, through systematic study of a text, lectures, exercises, reading in special fields, and brief participation in a current investigation. (An alternative to participation can be arranged at the student's request.) —Staff
This course is prerequisite for all other psychology courses. Enrollment is limited to 45 students per section.
3 points.

PSYC BC 1099x, y

Science and Scientists

Weekly meetings with researchers to discuss the nature of scientific inquiry in psychology; and intellectual, professional, and personal issues in the work of scientists. —E. Rafaeli
Recommended for first- and second-year students. Prerequisite: BC 1001 or permission of the instructor.
1 point.

CORE COURSES

PSYC BC 1101x, y

Statistics

Introduction to statistics and its applications to psychological research. Basic theory, conceptual underpinnings, and common statistics. Recitation devoted to discussion of weekly problem assignments. —Staff
Prerequisite: BC 1001 and departmental permission. Enrollment limited to 35 students per section.
4 points.

PSYC BC 1105x

Psychology of Learning

Basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. Laboratory consists of experiments analyzing learning and memory in rats and humans. —P. Balsam
Prerequisite: BC 1001 and departmental permission. Enrollment limited to 72 students. Laboratory fee: \$30.

4.5 points. Lecture. Laboratory.

PSYC BC 1107x

Psychology of Learning

Same as BC 1105, but without the laboratory. —P. Balsam
Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 30 students.
3 points.

PSYC BC 1108x

Perception

Introduction to problems, methods, and research in perception. Discussion of psychological studies of seeing, hearing, touching, tasting, and smelling. In the laboratory, students conduct experiments and learn to report their findings. —R. Remez

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1110x

Perception

Same as BC 1108, but without the laboratory. —R. Remez

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 15 students. 3 points.

PSYC BC 1117y

Behavioral Neuroscience

Introduction to the physiological bases of behavior: organization and function of the nervous system; neural conduction and synaptic transmission. Topics include: the neural bases of sensory and motor systems; ingestive behavior; drug addiction and reward circuits; sexual behavior; sleep and circadian rhythms; neuroplasticity and learning; memory and amnesia; and psychopathology. —Staff

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 40 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1119y

Behavioral Neuroscience

Same as BC 1117y, but without laboratory. —Staff

Prerequisite: BC 1001. Enrollment limited to 20 students. 3 points.

PSYC BC 1123x

Psychology of Personality

Surveys the principal approaches to personality and their implications for personality development, psychological adjustment, and everyday behavior. In laboratory, students will participate in all stages of personality research: conceptualizing a personality construct, designing and administering tests, identifying individual differences, and carrying out a study. —B. Woike

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 50 students. 4.5 points. Lecture. Laboratory.

PSYC BC 1125x

Psychology of Personality

Same as PSYC BC 1123y, but without laboratory. —B. Woike

Prerequisite: BC 1001 or permission of the instructor. 3 points.

PSYC BC 1127x, y

Developmental Psychology

Cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Laboratory offers an opportunity for direct observation of children; major areas of research at each level of development are covered. —x, y: N. Tottenham

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 44 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1129x, y

Developmental Psychology

Same as BC 1127, but without laboratory. —x, y: N. Tottenham

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 20 students. 3 points.

PSYC BC 1130y**Human Learning and Memory**

Survey of contemporary theories of human memory. Topics will include sensory, short-term, and long-term memory; levels of processing; organization; and encoding specificity. Special topics include eyewitness testimony, amnesia, implicit memory, and false memory. The laboratory consists of experiments related to these topics. —L. Son

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1132y**Human Learning and Memory**

Same as BC 1130, but without laboratory. —L. Son

Prerequisite: BC 1001.

3 points.

PSYC BC 1136y**Social Psychology**

A survey of contemporary theory and research on social thought and behavior. Issues such as person perception, attitudes, attraction, aggression, stereotyping, group dynamics, and social exchange will be explored. The application of theory and research to addressing social problems will be discussed.

—Staff

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 50 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1138y**Social Psychology**

Same as BC 1136, but without laboratory. —Staff

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 25 students.

3 points.

Middle-Level Courses**PSYC BC 2134x****Educational Psychology**

Through a participative classroom model, the major theories of child and adolescent development and learning fundamental to the educative process are examined. Analysis of applications and implications of psychological knowledge for classroom teaching through observations and research in elementary and secondary school classes. Includes instructional models, motivation, teaching and learning strategies, evaluations, and gender issues. —S. R. Sacks

Prerequisite: BC 1001 or permission of the instructor.

3 points.

PSYC BC 2141x, y**Abnormal Psychology**

Introduction to the study of deviant and maladaptive behaviors such as childhood disorders, depression, schizophrenia, eating disorders, and mental retardation, focusing on scientific, philosophical, and sociocultural issues in the study of abnormal behavior and the relationship between diagnosis and treatment strategy. —x: H. Walisever; y: E. Rafaeli

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 60 students.

3 points.

PSYC BC 2151y

Organizational Psychology

Introduction to behavior of individuals and small groups in work organizations. Recent theory and research emphasizing both content and research methodology. Motivation and performance, attitudes and job satisfaction, power, influence, authority, leadership, cooperation and conflict, decision making, and communications. —Staff

Prerequisite: BC 1001. *Enrollment limited to 45 students.*

3 points.

PSYC BC 2154y

Hormones and Reproductive Behavior

Biological basis of parental and sexual behavior from a comparative perspective. Complex relations among genetic, hormonal, environmental, and experiential factors in mediating sexual, parental, emotional, and feeding behavior. Aspects of biology and physiology necessary to understand those behavioral processes are covered in class and are not prerequisites. —Staff

Prerequisite: BC 1001 or Biology BC 1101, 1102. *Enrollment limited to 45 students.*

3 points.

PSYC BC 2158y

Human Motivation

Outlines major theoretical questions and research approaches in human motivation. In particular, it focuses on empirical investigations of motivation in social contexts, emphasizing goal formation, goal conflict, the self, and the influence of nonconscious processes. Motivation for competence, control autonomy, achievement, altruism, and intimacy will also be covered. —N. Glassman

Prerequisite: BC 1001. *Enrollment limited to 20 students.*

4 points.

PSYC BC 2160x

Cognitive Psychology

Selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience. —L. Son

Prerequisite: BC 1001. *Enrollment limited to 45 students.*

3 points.

UPPER-LEVEL COURSES

PSYC BC 3152y

Psychological Aspects of Human Sexuality

A survey and critical evaluation of research investigating psychological, biological, and social factors in human sexual behavior. Topics will include sexuality throughout the life span, sexual dysfunction, and cultural constructions of sexuality. —W. McKenna

Prerequisite: BC 1001 and two other psychology courses and permission of the instructor. *Enrollment limited to 30 students. Preference given to seniors.*

3 points.

PSYC BC 3153x

Psychology and Women

Selected topics examined from diverse perspectives in Western society. Topics include gender differences in cognitive tasks, in social power, and in personality and attitudes; gender and sexism as concepts; sexuality; women's health; violence against women. —L. Braine

Prerequisite: Four courses in psychology; exceptions made for majors in Women's Studies. *Enrollment limited to 20 students.*

4 points.

PSYC BC 3155y
Psychology and Law

A survey of the research of psychology as it relates to the legal process. Among the topics covered are eyewitness identifications, jury decision making, repressed memory, child witnesses, and capital punishment. Each of these problems will be considered from both a theoretical and an applied perspective. —Staff

Prerequisite: BC 1001, one other psychology course, and permission of the instructor. Enrollment limited to 20 students.

4 points.

PSYC BC 3161y
Introduction to the Psychotherapeutic Process

Concepts associated with the theory and practice of psychotherapy are explored. The evolution of psychotherapy in 20th-century America and Western Europe is described, along with evolving definitions of normalcy and psychopathology. Various treatment orientations and modalities (psychodynamic, relational, family, parent-infant, brief and longer-term therapies) are discussed, along with phenomena like transference, countertransference, regression, the analytic attitude, defense, and resistance. —E. Rafaeli

Prerequisites: BC 1001 and any one of the following courses: Personality, Abnormal Psychology, Developmental Psychology, Human Motivation; or permission of the instructor. Enrollment limited to 35 students.

3 points.

PSYC BC 3162x
Introduction to Cultural Psychology

Challenges to the universalizing assumptions and perspectives of psychology. Drawing on recent theory and research in cultural psychology, an examination of cultural approaches to topics of psychological significance, such as the self, emotion, and gender; and an exploration of potential interdisciplinary collaborations. —K. Seeley

Prerequisites: BC 1001 and either BC 1123, BC 1125, BC 2141, or permission of the instructor.

4 points.

PSYC BC 3164y
Perception and Language

Psychological investigations of spoken communication from listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication. —R. Remez

Prerequisite: BC 1105, BC 1108, BC 1117, BC 1127, BC 1130, or equivalent. Enrollment limited to 20 students.

3 points. Not offered in 2003–04.

PSYC BC 3165y
The Social Self

Prerequisites: BC 1001 and one other Psychology course. Enrollment limited to 20 students.

4 points. Not offered in 2003–04.

PSYC BC 3166x
Social Conflict

A survey of the literature on development of social conflict, the motivations and cognitions of individuals in conflict, and the procedures available for resolving conflict. Particular emphasis will be placed on the psychology of fairness and its implications for conflict resolution. —L. Heuer

Prerequisites: BC 1001 and one additional Psychology course. Enrollment limited to 20 students.

4 points. Not offered in 2003–04.

PSYC BC 3177x

Psychology of Drug Use and Abuse

An examination of the biological, psychological, and social factors that lead to drug use and abuse. A biopsychosocial model will be used to examine the behavioral effects of prescription, "over the counter," and "street" drugs. Treatments, therapies, and theories of addictive behaviors will be explored. —Staff
Prerequisite: BC 1001. Enrollment limited to 30 students.

3 points.

PSYC BC 3180y

Neurodevelopmental Processes and Cognitive/Behavioral Disorders

Explores the evolution of disorders affecting children due to some impairment in the brain or nervous system. Constitutional vulnerabilities demonstrate that nervous system injury varies as a function of neurodevelopmental stage. Disorders to be studied include those impacting language, hearing, vision, movement, mood and emotion, and learning. —E. McCaskill

Prerequisite: BC 1117/1119, BC 3177, BC 3380, or BIO BC 3362. Limited to 30 students.

3 points.

PSYC BC 3369x

Language Development

An examination of the acquisition of a first language by children, from babbling and first words to complex sentence structure and wider communicative competence. Signed and spoken languages, cross-linguistic variation and universalities, language genesis and change, and acquisition by atypical populations will be discussed. —A. Senghas

Prerequisites: BC 1001, one Psychology laboratory course, one of the following: PSYC W 2240, BC 1127, BC 1129, or LIN BC V 1101, and permission of the instructor. Course limited to 15 students.

4 points. Not offered in 2003–04.

PSYC BC 3372y

Comparative Cognition

A review and critical evaluation of current empirical research investigating cognitive processes in both human and non-human species. Topics include comparisons in episodic memory, metacognition, theory of mind, self-awareness, and language abilities. —L. Son

Prerequisite: BC 1001 and one additional course in psychology.

4 points. W 6:10–8:00

PSYC BC 3373y

Health Psychology

A consideration of research on the interaction of biological, psychological, and social factors related to health and illness. Issues such as the relationship of stress to illness, methods of coping with illness and improving health, and the relationship between psychological factors and recovery from illness will be discussed. —B. Woike

Prerequisites: BC 1001 and or equivalent, plus two more psychology courses (preferably BC 1117–19, BC 1136–38, BC 1123–25). Enrollment limited to 15 students. Permission of instructor required.

4 points.

PSYC BC 3376x

Infant Development

Examines the development of the human infant from *in utero* through the first year of life, during which the framework for all subsequent development is established. Critically examines the literature surrounding the effects of early experience on infant, and subsequent child and adult behavior. Particular emphasis on infant perceptual and cognitive capacities and how these are affected by environmental input and supported by underlying physiology. —W. Fifer

Prerequisites: BC 1001 and BC 1127 or BC 1129. Limited to 15 students.

4 points.

PSYC BC 3379y**Psychology of Stereotyping and Prejudice**

Review of current literature from experimental social psychology pertaining to stereotyping and prejudice. Topics include: functions, and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive processes in intergroup perception will be emphasized. —S. Stroessner

Prerequisites: BC 1001 and permission of the instructor. Enrollment limited to 20 students.

4 points.

PSYC BC 3380x**Fundamentals of Neuropsychology**

Exposition of research and theory in cognitive neuroscience through discussion of neurophysiological syndromes, including aphasia, amnesia, dyslexia, Alzheimer's disease, prosopagnosia, and cognitive components of Parkinson's disease, Williams syndrome. —K. Nolan

Prerequisite: BC 1001 and permission of the instructor. Enrollment limited to 20 students.

4 points.

PSYC BC 3383x**Neuropharmacology and Behavior**

Basic principles of the study of drugs that influence the neural systems and induce changes in behavior. Molecular, biochemical and behavioral characterization of psychotropic drugs: stimulants, sedative-hypnotics, anxiolytics, alcohol, hallucinogens, and opiates. Etiology and treatment of psychological and neurological disorders. —E. McCaskill

Prerequisites: One of the following: PSYC BC 1117, PSYC BC 1119, BIO BC 3280 and permission of the instructor. Enrollment limited to 20 students.

4 points.

PSYC G 4232y**Production and Perception of Language**

Review of classic and current research on spoken communication. Peripheral transduction, auditory and phonetic analysis, word recognition, phrase formation, formal and informal speech, idiolect, and infant and nonhuman listeners. —R. Remez

Prerequisite: PSYC W 2240, BC 2160, or BC 3164, or permission of the instructor.

3 points.

Research and Field Work Courses**PSYC BC 3465x, 3466y****Field Work and Research Seminar: The Barnard Toddler Center**

The Barnard Toddler Center provides the focus for field work and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. Students assist one morning a week at the Center, make individual class presentations, carry out team research projects, and participate in a two-hour weekly seminar which integrates theory, research, and practice. —T. Klein

Prerequisites: BC 1127 or 1129 and permission of the instructor. Permission should be requested in the Spring of the year preceding registration. Enrollment limited to 16 students. This is a two-semester course only.

8 points.

PSYC BC 3473x**Field Work Seminar in Psychological Services and Counseling**

Supervised field work (minimum of 7 hours per week) applying psychological principles to work and treatment in clinical, educational, medical, and other institutional settings. Seminar discussions of theoretical approaches to clinical problems and case materials. —S. Stingle

Prerequisites: Three psychology courses and permission of the instructor required during program planning the previous Spring. Enrollment limited to 12 students; seniors are given priority.

4 points.

PSYC BC 3591x, 3592y
Senior Research Seminar

Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination. —Staff

Open to senior psychology majors who submit a research proposal which has been approved by the course instructor and the project supervisor. Prerequisites: BC 1101, a minimum of five other completed psychology courses, and permission of the instructor. This is a year-long course.

4 points.

PSYC BC 3593x, 3594y
Senior Research Seminar: Neuroscience and Behavior

Same as above, except for Neuroscience and Behavior majors. —Staff

4 points.

PSYC BC 3599x, 3599y
Individual Projects

Research projects planned in consultation with members of the department. —Staff

Open to majors with written permission of the department member who will supervise the project.

3 or 4 points.

RELIGION

219 Milbank Hall

854-2597

www.barnard.edu/religion

Professors: Randall Balmer (Ann Whitney Olin Professor and Chair), John Stratton Hawley³ (Ann Whitney Olin Professor), Janet Jakobsen (Adjunct), Alan Segal (Ingeborg Rennert Professor)

Assistant Professors: Wendi L. Adamek, Elizabeth Castelli³

Adjunct Associate Professor: Celia Deutsch

Mellon Postdoctoral Fellow: Tanya Erzen

Other officers of the University offering courses listed below:

Professors: Peter Awn, Lucianne Bullet (Adjunct), David Halivni, Gillian Lindt (Emerita), Robert Pollack (Biological Sciences), Wayne L. Proudfoot¹, Robert Somerville, Robert A. F. Thurman

Associate Professor: Ryuichi Abé²

Assistant Professors: Courtney Bender, Joseph Loizzo (Psychiatry), Naguin Yavari³

Senior Lecturer: Gary Tubb³

¹Absent on leave Autumn term.

²Absent on leave Spring term.

³Absent on leave 2003–04.

When major social theorists trained their eye on religion a century or so ago, there was often the sense that it was a dying—or at least decaying—species. Yet the years from then until now seem less to confirm this view than to refute it. Religious institutions, rituals, ideas, and communities remain a vital aspect of human culture and global politics. They are more pressingly in need of being understood now than ever.

The Departments of Religion at Barnard and Columbia marshal an array of academic approaches to the study of religion, representing the depth and diversity of the world's religious traditions, past and present. The category of religion—along with key related terms like belief, spirituality, mystical experience, and ritual—is historically and culturally contingent; many of our courses interrogate these terms and the conditions of their construction. Yet we are committed to engaging “religion,” which persists so strongly in common usage and public debate, and is so hard to capture in any related domain or theoretical system.

Morningside Heights provides unique resources for the study of religion. The University's specialized programs and centers, especially its regional institutes, create a context for exploring in depth the linguistic, literary, political, and cultural milieus that bear on particular religious traditions. The new Center for the Study of Science and Religion enriches curricular offerings in that field. Barnard's Center for Research on Women often focuses on issues of ethics and policy where questions of religion and gender are paramount, and Barnard Religion faculty are particularly active in the area. Barnard and Columbia offer intensive language training in the languages of the major religious traditions of the world: Arabic, Chinese, Greek, Hebrew, Japanese, Latin, Persian, Sanskrit and other Indic languages, and Tibetan, among others. The Jewish Theological Seminary of America and Union Theological Seminary, with their world-renowned libraries, are our neighbors. And the city as a whole provides one of the world's best laboratories for the study of religion.

Our program tries to help students discover these resources and use them well. Many courses fulfill the College's general education requirements.

REQUIREMENTS FOR THE MAJOR

The department's strengths in comparative study, textual and social analysis, philosophy, theory, and cultural history allow students to balance close study in one area with a broad investigation of the field we name "religion." Working closely with an advisor in the department, majors construct a cluster of five courses that relate to one another in a coherent fashion (#1 below) and support the senior thesis. To complement this depth, they select four courses that lend breadth to their studies in religion (#2). Students considering Religion as a major should contact the chair or a member of the department in their sophomore year to begin planning their programs.

The Religion major requires twelve courses, as follows:

- (1) *Major cluster*: five intermediate or advanced courses, including one seminar. As many as two of these courses may come from other departments, and individually supervised research (V 3901–02: Guided Readings) may also be included. This cluster of courses may be organized around a particular tradition or geographic area: Hinduism, Islam, religion in America, etc. Alternatively, students may design clusters that focus on a set of related subjects and concerns, such as religion in New York; religion in theory and practice; religion and culture; religious texts and histories; religion, women, gender; or religion, race, nation, ethnicity.
Yet these are only exemplary. Students are urged to design their own clusters, supplementing departmental listings with religion-related courses posted on the Barnard Religion Department's website as "Religion Related courses" and on the Columbia Religion Department's website as "Related Courses." Several sample majors are posted on the Barnard Religion Department's website.
- (2) *Breadth*: four Religion courses—either lecture or seminar—that lend geographical, historical, and/or disciplinary range to a student's program.
- (3) One semester of the Juniors' Colloquium (V 3798–99), engaging major theoretical issues in the field.
- (4) The two-semester Senior Research Seminar (BC 3997–98), which must be taken in sequence, beginning in autumn and continuing through the spring, and which structures the experience of preparing a senior thesis. Students work together in this seminar to develop, critique, and accomplish their research projects, submitting a formal proposal and partial draft in the fall and completing the research and writing in the spring.

The department encourages study abroad, particularly in summers or in one semester of the junior year, and is eager to help facilitate internships and funded research. These possibilities often contribute very meaningfully to the senior essay project.

MINORS AND COMBINED MAJORS

A Religion minor comprises five courses, one of which must be a seminar. Students intending to minor in Religion should contact the department chair. Combined majors are offered with the programs in Human Rights and in Jewish Studies.

COURSES OF INSTRUCTION

Beyond the introductory level, courses are listed in two groups: those that focus on a particular region or tradition, and those that are philosophical, thematic, or comparative in nature. In thinking about potential clusters, students' attention is also drawn to courses about religion that elude these rubrics: those that focus on science, gender, migration, and cross-traditional contacts, among others.

INTRODUCTORY COURSES

RELI V 1101y

Introduction to Western Religions

The phenomenology of religious experience and the historical forms of religious life. The presuppositions, data, and documents of the religions of the West. —C. Deutsch

3 points.

RELI V 1102x

Self and Society in Asian Religions

Major motifs in the religions of East and South Asia—Hindu, Buddhist, Confucian, Daoist, Shinto. Focuses on foundational “classics” and on a selection of texts, practices, and political engagements that shape contemporary religious experience in Asia. —W. Adamek

3 points.

RELI V 2660x

Science and Religion, East and West

A comparative examination of science and religion in Asian and Western traditions. —J. Loizzo, R. Pollack

3 points.

RELI V 2600y

Hinduism

Considers efforts since 1900 to synthesize a coherent understanding of what “Hinduism” entails, sometimes under the heading of *sanatana dharma*. Using a rubric provided by the *Bhagavad Gita*, explores philosophical/theological (*jnana*), ritual (*karma*), and devotional (*bhakti*) aspects of Hindu life and thought. —R. McDermott

3 points.

RELI V 2607x

Buddhism: Indo-Tibetan

A historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India and Tibet. —R. Thurman

3 points.

RELI V 2608y

Buddhism: East Asian

An introductory survey that studies East Asian Buddhism as an integral, living religious tradition. Emphasis is placed on the reading of original treatises and historiographies in translation. Historical events are discussed in terms of their relevance to contemporary problems confronted by Buddhism. —R. Abé

3 points. Not offered in 2003–04.

RELI V 2610y

Christianity

A survey of Christianity from its beginnings through the Reformation. —R. Somerville

3 points. MW 4:10–5:25

RELI V 2620x

Judaism

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations. —A. Segal
3 points.

RELI V 2630y

Islam

Islamic institutions, ideas, and spirituality; their origin and development in formative and classical periods (7th–13th century A.D.); and their continued evolution in a variety of cultural settings. —P. Awn
3 points.

RELI V 2640x

Chinese Religious Traditions

An historical survey highlighting major developments in Chinese religion: includes selections from the “Warring States” classics, developments in popular Daoism, and an overview of the golden age of Chinese Buddhism. Touches on “Neo-Confucianism,” popular literature of the late imperial period, and the impact of Western ideas. —W. Adamek
3 points. Not offered in 2003–04.

Courses Oriented by Region or Tradition

Religion in America

RELI V 3502x

Religion and American Culture I

Survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity. —R. Balmer
3 points.

RELI V 3503y

Religion and American Culture II

A survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity. —R. Balmer
3 points.

RELI V 3755y

African-American Religion

Survey of the history of religion among Americans of African descent from slavery to the present. Major topics include: The African background and the transmission of African cultures, religion under slavery, independent black churches, religion and race relations, and modern theological movements. —Z. Abdullah
3 points.

RELI V 3803, Sec. 3

Religion, Gender and Violence

Investigates relations among religion, gender, and violence in the world today. Focuses on specific traditions with emphasis on historical change, cultural variation, and differences in geopolitical location within each tradition, as well as among them at given historical moments. —J. Jakobsen
4 points.

RELI V 3803x, Sec. 58

Native American Religions

Examines the varieties of Native American religions and spirituality, from contact to the present, including a look at the effects of European religions on Native American traditions. —R. Balmer
Prerequisite: Permission of the instructor. Limited to 20 students.
4 points. Not offered in 2003–04.

RELI V 3804x, Sec. 66**Religion in the American Public Sphere**

An introduction to questions surrounding the relationships between religion and the public sphere in the United States. Approaches topics of civil religion, church-state relations, religious pluralism in the public sphere, and the role of congregations in local communities using sociological theories and methods. —C. Bender

4 points. Not offered in 2003–04.

RELI V 3650x**Religion and the Civil Rights Movement**

An examination of the role of religion in the drive for civil rights during the 1950s and 1960s. The course will look at the role of activists, churches, clergy, sermons, and music in forging the consensus in favor of civil rights. —R. Balmer

4 points.

RELI V 3803x, Sec. 69**Science and Religion in American History**

An examination of the relationship between scientific and religious ideas, with particular reference to American culture in the twentieth century. Explores the impact of such events as the Scopes trial and the popular faith in science and technology on the religious attitudes and beliefs of 20th-century Americans. —R. Balmer

4 points. Not offered in 2003–04.

HIST BC 3072x**Catholics and the American Experience**

—K. Jay

3 points. Not offered in 2003–04.

RELI V 3803x, Sec. 63**Religious Worlds of New York**

An exploration of religious diversity in New York City with emphasis on the current historical moment. Meetings will focus on the impact of immigrant and migrant cultures on New York's religious landscape and on texts that explore the experiences and histories of religious communities in New York. Students conduct supervised research on and observation of a particular religious site or community. —T. Erzen

4 points.

RELI W 4—**Religious Extremism in Modern Societies**

—C. Bender

4 points.

RELI W 4615y**Hinduism Here**

Historical, theological, social, and ritual dimensions of "lived Hinduism" in the greater New York area. Sites selected for in-depth study include worshipping communities, retreat centers, and national organizations with significant local influence. Significant fieldwork component. —J. Hawley

4 points. Not offered in 2003–04.

RELI W 4560x**Religious History of New York**

A survey of religious life in New York City, from the English conquest of 1684 through changes to the immigration laws in 1965. —R. Balmer

4 points. Not offered in 2003–04.

RELI W 4550x

Religion and Region in North America

An examination of some of the regional variations of religious life in North America, with an emphasis on the interaction of religious communities with their surrounding cultures. —R. Balmer

Prerequisite: RELI V 3502 or V 3503.

4 points. Not offered in 2003–04.

Asian Religions

RELI V 3804y, Sec. 14

Krishna

The study of a single deity in the Hindu pantheon as illuminated in art, music, dance, drama, theological treatises, patterns of ritual, and texts both classic and modern. Special attention to Krishna's consort Radha, to Krishna's reception in the West, and to his portrayal on Indian television. —J. Hawley

4 points. Not offered in 2003–04.

ASRL V 3974y

Hindu Goddesses

—R. McDermott

Prerequisite: One course in Indian culture or religion, or permission of the instructor.

4 points. Not offered in 2003–04.

RELI V 3000y

Buddhist Ethics

An investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian. —R. Thurman

3 points.

RELI V 3804y, Sec. 34

Tibetan Philosophy

Examination of topics in the religious philosophy of Tibet. —R. Thurman

4 points. Not offered in 2003–04.

RELI V 3803x, Sec. 68

Religion, Science, and Health in Indo-Tibetan Buddhism

Modern concepts of religion and science are put in comparative perspective by exploring the history and contributions of Indo-Tibetan Buddhist psychology and medicine. Participants investigate current claims that Buddhism reconciles scientific and religious traditions based on readings in its three historic approaches to mind, body, health, and their recent medical applications. —J. Loizzo

4 points.

RELI W 4342y

Vedic Religion

—L. Bulliet

3 points.

RELI W 4620x

Nonduality in Indo-Tibetan Thought

—R. Thurman and G. Tubb

4 points. Not offered in 2003–04.

RELI V 3603y**Daoism**

This thematic exploration of Daoist beliefs and practices gives attention to political and individualist philosophies, visionary journeys, spirits and deities, immorality practices, celestial bureaucracy, ritual, and theatre. Also discusses key methodological issues involved in the study of Daoism, such as the problematic distinction between “elite” and “folk” traditions, and the dynamics of sectarianism and syncretism. —W. Adamek

3 points.

RELI V 3803, Sec. 2**Chan/Zen Buddhism**

An historical introduction to Chan/Zen Buddhism: follows the historical development of Chan/Zen, with selections from the Chan classics, some of the high and low points of Japanese Zen, and examples of contemporary Zen writings. —W. Adamek

Suggested preparation: *An Introduction to Buddhism* by Peter Harvey (1990).

4 points. Not offered in 2003–04.

RELI V 3613x**Japanese Religious Traditions**

A study of the development of the Japanese religious tradition in the pre-modern period. Attention given to the thought and practices of Shintoism, Buddhism, and Confucianism; the interaction among these religions in Japanese history; the first encounter with Christianity. —R. Abé

3 points. Not offered in 2003–04.

EAAS W 4109x**Japanese Religious Landscapes: Practices and Representations**

—D. Moerman

3 points. Not offered in 2003–04.

Judaism**RELI V 3201x****Hebrew Bible**

Introduction to the literature of ancient Israel against the background of the ancient Near East.

—A. Segal

3 points. Not offered in 2003–04.

RELI V 3210y**Judaism During the Time of Jesus**

An introduction to the Hellenistic period of Jewish history, with emphasis on sectarian movements and the emergence of rabbinic Judaism and Christianity as the two dominant religions of the West.

—A. Segal

3 points. Not offered in 2003–04.

RELI V 3310y**Peshat and Derash in the Jewish Tradition**

The history of rabbinic interpretation throughout the ages, distinguishing between Biblical exegesis and Talmudic exegesis with some reference to both Dead Sea Scrolls and early Christian Biblical expositions. —D. Halivni

3 points.

RELI V 3315y**Law and Lore (Halakha and Aggadah) in the Jewish Tradition**

Examines the differences between Halakha (the legal portion of the Talmud) and Aggadah (the more legal portion) with respect to both content and form. Special emphasis on selections from the Talmud and Midrash that reflect the intrinsic nature of these two basic genres of rabbinic literature.

—D. Halivni

3 points. Not offered in 2003–04.

RELI V 3804y

The Beginnings of Jewish Mysticism

A study of biblical and Hellenistic foundations for Western mysticism—scriptural visions of God, apocalyptic literature, Graeco-Roman magic, and the merkabah mystical movement in Judaism.

—A. Segal

4 points.

RELI V 3338x

Jewish Ethics

Major philosophical issues concerning the nature and basis of Jewish ethics. —D. Shatz

3 points. Not offered in 2003–04.

RELI V 3352y

Issues in Modern Jewish Thought

A critical exploration of the consequences of the encounter between Judaism and modernity.

3 points. Not offered in 2003–04.

RELI V 3355y

Development of the Jewish Holidays

The sources and historical development of Jewish holidays. An attempt to trace historically how the holidays took on their present form and, when feasible, to emphasize the different modes of observances among different groups. —D. Halivni

3 points. Not offered in 2003–04.

ENRE BC 3810x, y

Literary Approaches to the Bible

—x: A. Segal; y: P. Ellsberg

Limited to 20 students.

4 points.

RELI V 3349x

Jewish Family Law

Jewish marriage and inheritance law. A survey of the legal obligations an individual owes, and the privileges he or she receives from being a member of a family. —D. Halivni

3 points. Not offered in 2003–04.

RELI V 3804y, Sec. 49

The Thought of Maimonides

Close examination of Maimonides' major ideas, with emphasis on the relationship between law and philosophy; biblical interpretation; the nature of God; creation and providence; human nature; ethics and law; and human perfection. —D. Shatz

3 points. Not offered in 2003–04.

RELI V 3360x

Jewish Liturgy

A survey of Jewish liturgy from the Bible to modern times, with occasional forays into Dead Sea prayer. Philosophy and theology for prayer are considered, and, when possible, the social message is emphasized. —D. Halivni

3 points.

Ancient Mediterranean Religions

RELI V 3240y

Graeco-Roman Religion

Survey of the religions of Rome and the Hellenistic East from the late 4th century B.C.E. to the early 4th century C.E. Topics will include myth and ritual, religion and the state, and mystery religions, among others. —E. Castelli

3 points. Not offered in 2003–04.

RELI W 4100**Gnosis**

Examines the religious and social worlds of ancient Mediterranean gnosis alongside its modern remnants and appropriations. Special attention is paid to scholarly reconstructions of ancient “gnosticism” and to theoretical problems associated with the categories of orthodoxy and heresy in Christian history. Strong emphasis on reading primary sources in translation. —E. Castelli

Prerequisites: Previous work in biblical studies or early Christianity preferred; permission of instructor.

Limited to 20 students.

4 points. Not offered in 2003–04.

Christianity**RELI V 3202y****Introduction to the New Testament**

An introduction, by critical methods, to the religious history of the Christian movement in the New Testament period.

3 points. Not offered in 2003–04.

RELI V 3402x**Early Christianity**

Examination of the competing currents within early Christianity, with emphasis placed on the literary and social expressions of Christian belief and identity. Topics to be covered include persecution and martyrdom, debates over authority and religious experience, orthodoxy and heresy, and asceticism and monasticism, among others.

3 points. Not offered in 2003–04.

RELI V 3501y**Religion and Its Critics: 18th- and 19th-Century Religious Thought**

Critics and defenders of religious belief and practice. Readings include Hume, Mendelssohn, Kant, Schleiermacher, Feuerbach, Marx, Kierkegaard, and Nietzsche. —W. Proudfoot

3 points.

RELI V 3803x, Sec. 38**Issues of Gender in Ancient and Medieval Christianity**

An exploration of the function of gender in the construction of religious identity across Christianity's formative centuries. Consideration of the different function for male and female religious identity of factors such as the body and its appetites, power and renunciation, and authority and inspiration.

3 points. Not offered in 2003–04.

RELI V 3804y, Sec. 56**Asceticism and the Rise of Christianity**

Explores the paradox of renunciation and power in early Christianity. Traces the changing understanding of renunciation from the 1st to the 5th centuries C.E., and the changing languages by which Christians signaled their allegiance to an otherworldly ideal despite increasing involvement in the secular realm. —E. Castelli

3 points. Not offered in 2003–04.

RUSS W4006y**Modern Russian Religious Thought**

—R. Gustafson

3 points. Not offered in 2003–04.

Islam

RELI V 3803x, Sec. 3

The Qur'an

An advanced undergraduate seminar that studies the concept, history, and function of scripture in Islam. In addressing three problematic representations in the Qur'an—idols, prophets, and women—it emphasizes original Qur'anic and exegetical narrative read in translation. —N. Yavari
4 points. Not offered in 2003–04.

RELI V 3635x

History of Sufism

—P. Awn

3 points. Not offered in 2003–04.

RELI V 3803x, Sec. 36

Seminar on Classical Sufi Texts

Close study of pivotal texts from the classical periods of Islamic mysticism, including works by Hallaj, Attar, Rumi, Ibn Arabi, and others (all texts in English translation). —P. Awn
4 points. Not offered in 2003–04.

RELI V 3804y, Sec. 68

Orality and Textuality in Islam

Focuses on the interface between the written and oral traditions in Islam, both in the idealized religion preserved in the texts, as well as its variegated cultural expressions. —N. Yavari
4 points. Not offered in 2003–04.

MDES W 3004x

Islam in South Asia

—F. Pritchett

3 points.

RELI W 4635

The Legal Culture of Islam

Designed to introduce students to the emergence of legal systems in Islam, the genesis of the shar'ia as divine law, and the impact of secularization and modernity on the functional aspects of Islam. —N. Yavari
3 points. Not offered in 2003–04.

Comparative, Philosophical, and Thematic Courses

AHUM V 3399x, y

Asian Humanities: Colloquium on Major Texts of South Asia and the Middle East

—P. Cacchia, W. T. deBary, R. McDermott, M. McGee, E. Yarshater.

4 points.

AHUM V 3400x, y

Asian Humanities: Colloquium on Major Texts of East Asia

—R. Abe, P. Anderer, W. T. deBary, D. Lurie, D. Moerman, W. Shang, T. Suzuki.

4 points.

ASRL V 3772y

Perspectives on Evil and Suffering in World Religions

—R. McDermott

3 points. Not offered in 2003–04.

RELI V 3407x**Mysticism**

An introduction to the comparative study of mysticism. Primary texts read against the backdrop of various theories of the nature of mysticism, addressing issues such as the relationship of mysticism and tradition and the function of gender in descriptions of mystical experiences. —C. Deutsch
4 points.

RELI V 3513y**Philosophy of Religion**

Introduction to classical and contemporary issues, including those raised by the comparative study of religion. —W. Proudfoot
3 points.

SOCI W 4700**Sociology of Religion**

—C. Bender
3 points.

PHIL V 2593x**The War Between Science and Religion**

—Philip Kitcher
3 points. Not offered in 2003–04.

RELI V 3100y**Millennium: Apocalypse and Utopia**

A study of apocalyptic thinking and practice in the western religious tradition, with focus on American apocalyptic religious movements and their relation to contemporary cultural productions, as well as notions of history and politics.
3 points. Not offered in 2003–04.

RELI V 3506y**Religion and Film**

An exploration of relationships between religion and popular film with particular attention to the way religious narratives and symbols in film uphold and critique norms of race, class and gender in the formation of American societal institutions (political structures, economy, family, and community organization).
3 points. Not offered in 2003–04.

RELI V 3804y, Sec. 1**Gender and Religion**

An examination of the categories and intersections of gender and religion in understandings of religious origins, personal identities, religious experience, agency, body images and disciplines, sexuality, race relations, cultural appropriations, and power structures.
4 points. Not offered in 2003–04.

RELI V 3803x, Sec. 59**Kant and Kierkegaard**

Examines the relationship between morality and religious faith in the work of Immanuel Kant and Søren Kierkegaard. Examines Kant's claim that religious thought and practice arise out of the moral life, and Kierkegaard's distinction between morality and religious faith. —W. Proudfoot
4 points. Not offered in 2003–04.

RELI V 3495**Life After Death**

A study of Western ideas of afterlife, concentrating on ancient literature. Readings will include Gilgamesh and other ancient Near Eastern literature, the *Bible*, *The Odyssey*, Plato's *Phaedo*, Apuleius's *The Golden Ass*. —A. Segal
3 points.

ASRL W 4830x

Pilgrimage in Asian Practice

Pilgrimage as an aspect of the lived practice of religion in Asia—especially India and Japan—with an emphasis on non-European conceptions of the religious journey. Special foci: contested sites and geographies, exterior and interior journeys, cosmology and cosmography, replication and transposition, travel and tourism. —J. Hawley and D. Moerman

4 points. Not offered in 2003–04.

RELI V 3798x

Juniors' Colloquium

An introduction to the comparative study of religion focusing on dominant approaches to the conceptualization, interpretation, and explanation of religious phenomena and on key issues relating to the methodologies appropriate to such investigations. —C. Bender

4 points.

RELI V 3799y

Juniors' Colloquium: Theory and Chinese Religion

Topic this year: theories of “the gift” and gifting practices in Chinese Buddhism. —W. Adamek

4 points.

RELI BC 3997x, 3998y

Senior Research Seminar

A working research seminar devoted to helping students produce a substantive piece of writing that will represent the culmination of their work at the College and in the major. —W. Adamek

4 points per term.

RELI V 3901x, 3902y

Guided Reading and Research

Independent study in the field of religion. —Staff

3 points.

SCIENCE AND PUBLIC POLICY

504 Altschul

854-5102

Professors: Phil Ammirato (Biological Sciences), Tim Halpin-Healy (Physics), Peter Juviler (Political Science), Richard Pious (Political Science)

Associate Professors: Brian Morton (Biological Sciences), Rajiv Sethi (Economics)

As part of the College's mission to prepare scientists, policy-makers, and an educated citizenry for the moral challenges presented by future scientific advances, Barnard offers a unique collection of courses focussing on issues at the frequently volatile intersection point where science, public policy, and societal concerns collide. These courses are interdisciplinary in nature, team-taught by Barnard faculty from a variety of departments, and held in seminar format with limited enrollments, typically juniors and seniors. Recent topics concern ecological vs. financial imperatives in developing Third-World biodiversity, manipulation of the human genome, privacy issues and ethical dilemmas arising from genetic testing, misguided eugenics programs and race science, the Manhattan Project, as well as the Cold War build-up of nuclear arsenals in the United States and former Soviet Union.

SCPP BC 3333x

Genetics, Biodiversity, and Society

Module I: *Development and Valuation of Plant Genetic Resources*. Science and consequences of plant breeding, biotechnology, and genetic engineering; costs and benefits of maintaining biodiversity; public policy issues and options.

Module II: *Genetic Technology and Society*. Human genome project, scientific basis and interpretation of genetic screening; individual choice, social implications, and ethical issues.

—P. Ammirato, P. Juviler, B. Morton, R. Sethi

3 points. Tu Th 2:40–3:55 Offered Autumn 2003.

SCPP BC 3334y

Science, State Power and Ethics

A comparative study of science in the service of the State in the United States, Sweden, the Soviet Union, Fascist Italy, and Nazi Germany during pivotal periods in the first half of the 20th century. Topics to be covered include the political and moral consequences of race and population policies based on eugenics, as well as advances in physics that made possible the development of uranium fission and hydrogen fusion atomic bombs. Considers the tensions involved in balancing scientific imperatives, patriotic commitment to the nation-state, and universal moral principles—tensions faced by Robert Oppenheimer, Andrei Sakharov, and Werner Heisenberg, as well as the doctors who ran eugenics programs. Selected readings include: Foucault, Huxley's *Brave New World*, Michael Frayn's play *Copenhagen*, Hitler's *Uranium Club* by Jeremy Bernstein, Brecht's *Galileo*, John McPhee's *The Curve of Binding Energy*, Richard Rhodes' *The Making of the Atomic Bomb*.

—T. Halpin-Healy, R. Pious

3 points. Tu Th 2:40–3:55 Offered Spring 2005. <http://urania.barnard.edu/~mass/3334.html>

SLAVIC

226 Milbank Hall

854-5417, 2059

www.barnard.edu/slavic

Professors: Catharine Nepomnyashchy (Chair), Richard F. Gustafson (Senior Scholar)

Assistant Professors: David Goldfarb, Rebecca Stanton

Senior Associate: Mara Kashper

Other officers of the University offering courses in Slavic:

Professors: Irina Reyfman (Chair), Robert L. Belknap (Senior Scholar), Boris Gasparov, Robert A. Maguire (Senior Scholar), Frank Miller, Cathy Popkin

Assistant Professor: Valentina Izmirlieva

Lecturers: Antonina Berezovenko, Marcela Ehrlich, Anna Frajlich-Zajac, Radmila Gorup, Christopher Harwood

The Slavic Department at Barnard offers instruction in five Slavic languages and literatures, with special emphasis on Russian. The department insists upon a strong foundation in language study, because this best prepares students for future graduate study in the literature, anthropology, sociology, history, economics, or political science of the region, as well as for careers in government, business, journalism, or international law.

The department offers a major and minor program in Russian Language and Literature, Slavic and East European Literature and Culture, Russian Regional Studies, and Slavic and East European Regional Studies, and for this purpose provides an extensive array of courses designed to help the student obtain reasonable fluency in the spoken and written language and a reading ability adequate for interpreting texts of some difficulty in a variety of disciplines. While offering a range of courses designed to give the student a strong general background in Russian and Slavic literature, film, culture, and intellectual history, the department encourages students to supplement their knowledge by taking courses devoted to Russia, the former Soviet Union, and Eastern Europe offered in other disciplines as well. The department co-sponsors and facilitates student participation in region-related extra curricular activities held at the Harriman Institute and the Columbia Slavic Department and also encourages students to take advantage of the rich cultural resources available in New York City.

Entering students should see Professor Frank Miller (708 Hamilton, 854-3941) for a placement examination: a sufficiently high grade will automatically fulfill the language requirement; other students will be placed accordingly. Native speakers of Russian or any Slavic language should consult with the department chair.

The Department is a member of "Dobro Slovo" (The National Slavic Honor Society) and is pleased to induct its qualifying students into the society.

REQUIREMENTS FOR THE MAJOR

There are four majors available to students in the department. Prospective students are encouraged to consult with a member of the faculty as early as possible in order to determine the major track and selection of courses that will best serve her background and interests.

I. Russian Language and Literature:

- Completion of four years of Russian (V 1101–1102, V 1201–1202, V 3331–3332, and V 3443–3444 or the equivalent). Native speakers of Russian who place out of these courses must substitute at least two of the following courses: V 3430 Russian for Heritage Speakers, W 3010 Masterpieces of 19th-Century Russian Literature, or W 3340 Masterpieces of 20th-Century Russian Literature.
- Six courses in Russian literature to include V 3333–3334 Introduction to Russian Literature I and II, V 3220 Literature and Empire: The Reign of the Russian Novel, V 3221 Literary Avant-garde and Revolution: The Century of Russian Modernism, and at least one further course with required reading in Russian. Other Russian Literature courses may be substituted upon consultation with adviser. With permission of adviser one course on Russia offered in a department other than Slavic may be substituted.
- V 3595 Senior Seminar.

II. Slavic and East European Literature and Culture:

- Completion of the third-year course (or the equivalent) in Czech, Polish, Serbo-Croatian, or Ukrainian language.
- Six courses in literature, theatre or film of the region, potentially including independent study courses.
- Two courses in related fields (history, art history, music, etc.) to include at least one course in the history of the region.
- Two semesters of senior seminar or the equivalent leading to the completion of a senior thesis.

Note: A student in this major must design her program in close consultation with her advisor in order to insure intellectual, disciplinary, and regional coherence.

III. Russian Regional Studies:

- Completion of the four years of Russian (see Russian Language and Literature Major above)
- Two courses in Russian or Soviet literature (in translation or in Russian)
- Two courses in Russian history
- One course on Russia or the Soviet Union in any discipline (history, art history, geography, sociology, economics, literature, political science, etc.)
- One course in Soviet/post-Soviet politics
- Two semesters of a senior research seminar or the equivalent in independent study with research to be conducted predominantly in Russian language sources.

Note: In consultation with her advisor, a student may elect to take one or more courses devoted to a region other than Russia that is located on the territory of the former Soviet Union.

IV. Slavic and East European Regional Studies Major—Czech, Polish, Serbo-Croatian, Ukrainian

Identical to the above, but requires the completion of three years of language study and courses taken in the relevant region.

REQUIREMENTS FOR THE MINOR

A total of five courses beyond the second year of Russian are required for the minor.

COURSES OF INSTRUCTION

Russian Language

RUSS V 1101x–1102y

First-Year Russian, I and II

Grammar, reading, composition, and conversation. —Staff

Required: V 1501–V 1502. Homework includes listening to tapes available in the language laboratory. No credit is given for V 1101 unless V 1102 is satisfactorily completed. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class and register concurrently for the grammar lecture V 1501x–1502y. Departmental permission is required.

*5 points. MTuWThF Sec. 1 10:00–10:50, Sec. 2 11:00–11:50, Sec. 3 12:00–12:50,
Sec. 5 MTuWTh 6:10–7:25*

RUSS V 1101y

First-Year Russian I

Equivalent to V 1101x, but given in the Spring term. —Staff

5 points. MTuWThF 10:00–10:50

RUSS V 1102x

First-Year Russian II

Equivalent to V 1102y, but given in the Autumn term. —Staff

Prerequisite: V 1101 or the equivalent.

5 points. MTuWThF 10:00–10:50

RUSS V 1501x–1502y

First-Year Russian Grammar Lecture I and II

Required weekly grammar lecture for Russian. Must be taken concurrently with V 1101–V 1102. —Staff

0 points. Sec. 1 Th 12:00–12:50, Sec. 2 Th 2:40–3:30

RUSS V 1501x

First-Year Russian Grammar Lecture I

Equivalent to V 1501x, but given in the Spring term. —A. Smyslova

0 points. Sec. 1 Th 12:00–12:50, Sec. 2 Th 5:10–6:00

RUSS V 1502x

First-Year Russian Grammar Lecture II

Equivalent to V 1502y, but given in the Autumn term. —F. Miller

0 points. TBA

RUSS V 1201x–1202y

Second-Year Russian I and II

Reading, composition, grammar review. —Staff

Prerequisite: V 1102 or the equivalent. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class. Departmental permission required.

4 points. MTuWThF Sec. 1 12:00–12:50, Sec. 2 1:10–2:00, Sec. 3 MTuWTh 6:10–7:25

RUSS V 1201y

Second-Year Russian I

Equivalent to V 1201x, but given in the Spring term. —Staff

Prerequisite: V 1102 or the equivalent.

4 points. MTuWThF 10:00–10:50

RUSS V 1202x
Second-Year Russian II

Equivalent to V 1202y, but given in the Autumn term. —Staff

Prerequisite: V 1201 or the equivalent.

4 points. MTuWThF 10:00–10:50

RUSS V 3331x, V 3332y
Third-Year Russian I and II

Emphasis on conversation and composition; reading and discussion of selected texts and video-tapes; lectures, papers, and oral reports required. Conducted entirely in Russian. —A. Smyslova

Prerequisites: Two years of college Russian and permission of the instructor.

4 points. MWF 10:35–11:50

RUSS V 3400
Russia on the Hudson: Russian Life and Culture in New York City

The practice and perfection of Russian language skills through the study of Russian art, opera, ballet, theatre, and film. Class lectures and discussions supplemented by attendance at musical and dramatic performances as well as the viewing of films and visits to museums. —M. Kashper

Prerequisites: RUSS V 1202 or the equivalent and permission of the instructor.

3 points. Not offered in 2003–04.

RUSS V 3421x
Russian Phonetics and Intonation

Review of principles of phonetics and intonation for advanced students. Intense drill for the development of correct speech habits. Attention to expressive reading and poetry recitation. Conducted entirely in Russian. —M. Kashper

Prerequisites: Three years of college Russian and permission of the instructor.

2 points. Not offered in 2003–04.

RUSS V 3430x
Russian for Heritage Speakers

A thorough review of Russian grammar for those native speakers who do not know how to read or write Russian or who lack a knowledge of the grammatical structure of the language. Special emphasis on the development of writing skills. —A. Smyslova

Prerequisites: Limited spoken proficiency in Russian.

3 points. MW 1:10–2:25

RUSS V 3430y
Russian for Heritage Speakers II

Review of Russian grammar and development of reading and writing skills for students with a knowledge of spoken Russian. —A. Smyslova

3 points. MW 1:10–2:25

RUSS V 3443x, V 3444y
Fourth-Year Russian I and II

V 3443: Systemic study of problems in Russian syntax; written exercises, translations into Russian, and composition. V 3444: Discussion of different styles and levels and language, including word usage and idiomatic expression; written exercises, analysis of texts, and compositions. Conducted entirely in Russian. —M. Kashper

Prerequisites: Three years of college Russian and permission of the instructor. Enrollment limited.

The second term may be taken without the first.

4 points. MWF 10:35–11:50

RUSS W 3010**Russian Grammar Review**

An optional supplement to RUSS V 3339 (*Masterpieces of 19th-Century Russian Literature*) or RUSS V 3340 (*Masterpieces of 20th-Century Russian Literature*). Intensive work in Russian grammar in order to perfect writing skills. —F. Miller

Prerequisites: Native or near-native proficiency in speaking, listening, and reading.

1 point. Not offered in 2003–04.

RUSS W 4200y**Russian Theatre—Hands On**

The study and staging in the original of a Russian play. Detailed textual analysis, including character development, dramatic style, and language usage. Oral presentations and recitations with focus on pronunciation and intonation. —M. Kashper

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. MW 2:40–3:55

RUSS W 4432x**Contrastive Phonetics and Grammar of Russian and English**

Comparative phonetic, intonational, and morphological structures of Russian and English, with special attention to typical problems for American speakers of Russian. —F. Miller

Prerequisite: Four years of college Russian.

4 points. MW 4:10–5:25

RUSS W 4433y**Specific Problems in Mastering and Teaching Russian**

The Russian verb (basic stem system, aspect, locomotion); prefixes; temporal, spatial, and causal relationships; word order; word formation. —F. Miller

Prerequisite: Four years of college Russian.

3 points. MW 4:10–5:25

RUSS W 4434y**Practical Stylistics in Russian**

Practice in the varieties of narrative and expository writing. Development of vocabulary and syntactic structures appropriate for abstract discourse. Conducted entirely in Russian. —I. Reyfman

Prerequisite: Four years of college Russian.

3 points. TuTh 2:40–3:55

RUSS W 4910x**Literary Translation**

A workshop in literary translation from Russian into English focusing on the practical problems of the craft. Each student submits a translation of a literary text for group study and criticism. Aim of the class is to produce translations of publishable quality. —R. Meyer

Prerequisite: Four years of college Russian or permission of the instructor.

3 points. Not offered in 2003–04.

Russian Literature**RUSS V 3333x, V 3334y****Introduction to Russian Literature, I and II**

A close study in the original of representative works of Russian literature from Pushkin to Solzhenitsyn. —Staff

Prerequisite: Grade of B– or better in RUSS V 1202 or permission of the instructor. For non-native speakers of Russian.

3 points. MWF 1:10–2:00

RUSS V 3339y**Masterpieces of Russian Literature: 19th Century**

A close study, in the original, of representative works by Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Tolstoy, Dostoevsky, Leskov, and Chekhov. —M. Kashper

Prerequisite: Native or near-native knowledge of Russian and permission of the instructor.

3 points. MW 1:10–2:25

RUSS V 3340y**Masterpieces of Russian Literature: 20th Century**

A close study, in the original, of representative works by Andrei Bely, Sologub, Pasternak, Bulgakov, Nabokov, Olesha, Mandelstam, Anna Akhmatova, Solzhenitsyn, Abram Terts, and Brodsky. —TBA

Prerequisites: Native or near-native knowledge of Russian and permission of the instructor.

3 points. Not offered in 2003–04.

RUSS V 3461**Pushkin**

A close study, in the original, of the major works. Class discussion conducted in English. —I. Reyfman

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2003–04.

RUSS V 3462**Gogol**

A close study, in the original, of the major works. Class discussion conducted in English. —R. Maguire

Prerequisites: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2003–04.

RUSS V 3464y**Dostoevsky**

A close study, in the original, of the major works. Class discussion conducted in English. —V. Izmirlieva

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. TuTh 10:35–11:50

RUSS V 3465**Russian Poetry of the 19th and 20th Centuries**

A close study, in the original, of selected texts from five representative lyric poets, Tiutchev, Fet, Blok, Tsvetaeva, and Brodsky. Attention given to metrics, formal analysis of style and structure, and the literary and philosophical contexts. —R. Gustafson

Prerequisite: Three years of college Russian and permission of the instructor. [Class discussion in English.]

3 points. Not offered in 2003–04.

RUSS V 3466y**Chekhov**

A close study, in the original, of the major works. Class discussion conducted in English. —C. Popkin

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2003–04.

RUSS V 3467**Twentieth-Century Prose Writers**

A close study, in the original, of the representative Soviet writers, including Babel, Olesha, Zamyatin, and Andrei Bitov. Class discussion conducted in English. —C. Nepomnyashchy

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2003–04.

RUSS V 3468**Russian Plays**

A close study, in the original, of several representative Russian plays, with emphasis on problems of translation, literary technique, and dramatic presentation. Class discussion conducted in English. —R. Belknap

Prerequisites: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2003–04.

RUSS V 3470x

Re-Reading Nabokov

Examines with Nabokovian scrutiny—and with special emphasis on bilingualism, translation, and untranslatability—some of the writer's major works in their Russian and English versions, including his double take on *Lolita*. —V. Izmirlieva

3 points. TuTh 10:35–11:50

RUSS V 3595x

Senior Seminar

Topic: Russian cultural and literary myths. Class reports culminating in a critical paper. —I. Reyfman

Prerequisite: Senior major or permission of the instructor.

4 points. W 4:10–6:00

RUSS V 3596x, y

Supervised Individual Research

Supervised research culminating in a critical paper. —Staff

Open to senior majors, and permission of the instructor is required.

2–4 points.

RUSS V 3998x or y

Supervised Individual Research

—Staff

Prerequisite: Departmental permission.

2–4 points.

Russian Literature and Culture in Translation

RUSS V 3220x

Literature and Empire: The Reign of the Russian Novel (19th Century)

Explore the aesthetic and formal developments in Russian prose—especially the rise of the monumental 19th-century novel—as one manifestation of a complex array of national and cultural aspirations, humanistic and imperialist ones alike. Works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov. —C. Popkin

A knowledge of Russian not required.

3 points. TuTh 1:10–2:25

RUSS V 3221y

Literary Avant Garde and Revolution: The Century of Russian Modernism

Survey of Russian literature from Symbolism through the culture of high Stalinism to post-Soviet Russian literature, including major works by Andrey Bely, Blok, Olesha, Babel, Bulgakov, Platonov, Zoshchenko, Kharmis, Kataev, Pasternak, Sinyavsky, and Tolstaya. Literature viewed in a multi-media context featuring music, and avant-garde and post-avant-garde visual art and film. —R. Stanton

A knowledge of Russian not required.

3 points. TuTh 1:10–2:25

RUSS V 3222y

Tolstoy and Dostoevsky

A close analysis of *War and Peace* and one of the major works of Dostoevsky, plus selected shorter works. Attention to narrative technique, as well as the psychological, philosophical, and religious issues raised in the texts. —D. Goldfarb

A knowledge of Russian not required.

3 points. TuTh 4:10–5:25

HSRS V 3320x**Cities and Civilizations: An Introduction to Eurasian Studies**

Introduction to the study of the region formerly occupied by the Russian and Soviet empires focusing on cities as the space of self-definition, encounter, and tension among constituent peoples.

Focus on incorporating and placing in dialogue diverse disciplinary approaches to the study of the city through reading and analysis of historical, literary, and theoretical texts as well as film, music, painting, and architecture. —M. von Hagen and C. Nepomnyashchy

3 points. TuTh 4:10–5:25

RUSS W 4006y**Modern Russian Religious Thought**

The concepts of God, man, nature, history, and culture. Readings from Chaadayev, Khomyakov, Solovyov, Fyodorov, Florensky, Bulgakov, Berdyaev, Shestov, Lossky, Frank, and others. The relationship to Eastern Christian thought and Western philosophy. —R. Gustafson

A knowledge of Russian not required.

3 points. Not offered in 2003–04.

RUSS W 4010**Russian Women in Literature and Culture**

Exploration of the changing image of woman in Russia from the beginnings of Russian history to the present as reflected in literary texts, historical documents, art, and film. Special attention to the Soviet and post-Soviet periods and to the question of the relevance of Western Feminist theory to Russia. —C. Nepomnyashchy

3 points. Not offered in 2003–04.

RUSS W 4015x**Russian Drama: Pushkin to Chekhov**

Readings of selected 19th-century texts. Some attention to theatrical background. Parallel reading lists in translation and in the original. —R. Belknap

Students who wish to receive credit towards a departmental major or concentration are required to read in the original Russian.

3 points. TuTh 4:10–5:25

RUSS W 4016**Twentieth-Century Drama and Theatre**

—R. Belknap

3 points. Not offered in 2003–04.

CLRS W 4020x**Formalism—Structuralism—Poetics—Semiotics of Culture:
East-European Literary Theory, 1910–1990**

—B. Gasparov

3 points. Tu 3:10–6:00

CLSL W 4030**Russian & Yiddish Prose: How To Do Things With Literature**

—J. Dauber and C. Popkin

Knowledge of Russian or Yiddish not required; readings available in the original for students with requisite language proficiency.

3 points. Not offered in 2003–04.

RUSS W 4056y**The Brothers Karamazov**

—R. Belknap

Prerequisite: The ability to read 60 pages of Dostoevsky's Russian per week.

3 points. Not offered in 2003–04.

RUSS G 6120x
Nineteenth-Century Russian Poetry

—R. Gustafson
 3 points. M 2:10–4:00

RUSS W 4033
The Making of Socialist Realism

—C. Nepomnyashchy
 3 points. Not offered in 2003–04.

RUSS W 4034
Literature, Politics, and Tradition After Socialist Realism

Major writers and trends in Russian Literature from the death of Stalin to the present. Emphasis on the rethinking of the role of literature in society and on formal experimentation engendered by relaxation of political controls over literature. A knowledge of Russian is not required. —C. Nepomnyashchy
 3 points. TuTh 2:40–3:55

RUSS W 4050y
Post-Soviet Russian Literature
 3 points. Not offered in 2003–04.

Slavic Literature and Culture in Translation

Comp-Lit Slavic CLSL V 3223
Postwar East-European Prose

A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz, Borowski, Czesław Miłosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadaš Peter, Danilo Kiš, Milorad Pavić, Milan Kundera, Josef Škvorecký, Tereza Boučková, and others. —D. Goldfarb
 3 points. Not offered in 2003–04.

Czech Language and Literature

CZCH W 1101x–W 1102y
Elementary Czech I and II

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —C. Huetter
 4 points. MTuTh 5:40–6:55

CZCH W 1201x–W 1202y
Intermediate Czech I and II

Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students. —C. Harwood
Prerequisite: Czech W 1102 or the equivalent.
 4 points. MTuTh 10:35–11:50

CZCH W 3333y
Readings in Czech Literature I

Extensive readings in Czech literature in the original, with emphasis depending upon the needs of individual students. —Staff
Prerequisite: Czech W 1202 or the equivalent.
 3 points. TBA

CZCH W 3998x, y
Supervised Individual Research

—Staff
Prerequisite: Departmental approval.
 2–4 points.

Comparative Literature—Czech CLCZ W 4030y**Post-war Czech Literature**

—C. Harwood

A knowledge of Czech is not required.

3 points. Not offered in 2003–04.

Comparative Literature—CLCZ W 4035**The Writers of Prague**

—C. Harwood

3 points. TuTh 2:40–3:55

CLCZ W 4020x**Bohemian Rhapsody: Czech Culture Before Czechoslovakia**

—C. Harwood

Prerequisite: Sophomore standing or the instructor's permission.

3 points. TuTh 2:40–3:55

Polish Language and Literature**POLI W 1101x–W 1102y****Elementary Polish I and II**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —T. Anessi

4 points. MWTh 4:10–5:25

POLI W 1201x–W 1202y**Intermediate Polish I and II**

Rapid review of grammar; readings in contemporary nonfiction and fiction, depending on the interests of individual students. —A. Frajlich-Zajac

Prerequisite: Polish W 1102 or the equivalent.

4 points. MWTh 1:10–2:25

POLI W 3101x–W 3102y**Advanced Polish I and II**

Extensive readings from 19th- and 20th-century texts in the original. Both fiction and nonfiction, with emphasis depending on the interests and needs of individual students. —A. Frajlich-Zajac

Prerequisite: Polish W 1202 or the equivalent.

4 points. MWTh 11:00–12:15

POLI W 3998x, y**Supervised Individual Research**

—Staff

Prerequisite: Departmental approval.

2–4 points.

POLI W 4040y**Mickiewicz**

The major works of Adam Mickiewicz. Students with sufficient knowledge of the Polish language are required to do course readings in the original. Parallel reading lists will be available for readers and non-readers of the Polish language. —A. Frajlich-Zajac

3 points. MW 5:40–6:55

POLI W 4042**Polish Best-Sellers**

—A. Frajlich-Zajac

3 points. Not offered in 2003–04.

POLI W 4050

Contemporary Polish Poetry

—A. Frajlich-Zajac

A knowledge of Polish is not required.

3 points. Not offered in 2003–04.

POLI W 4110x

The Polish Novel

A consideration of the evolution of the novel form in Polish literature from the Baroque memoir through the Enlightenment, Positivism, modernism and the avantgardists of the 20th century. —D. Goldfarb

A knowledge of Polish is desirable but not required. Papers and discussions in English.

3 points. TuTh 6:10–7:25

CLPL W 4020y

North America in the Mirror of Polish Literature

—A. Frajlich-Zajac

A knowledge of Polish is not required and all lectures are available in English.

3 points. Not offered in 2003–04.

Serbo-Croatian Language and Literature

SRCR W 1101x–W 1102y

Elementary Serbo-Croatian I and II

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —Staff

4 points. MTuTh 2:40–3:55

SRCR W 3333x–W 3334y

Intermediate Serbo-Croatian Literature, I and II

Readings in Serbo-Croatian literature in the original, with emphasis depending upon the needs of individual students. —R. Gorup

Prerequisite: Serbo-Croatian W 1102 or the equivalent.

3 points. TuTh 4:10–5:25

SRCR W 3201x

Advanced Serbo-Croatian

Develops skills in speaking, reading, and writing through reading and discussing essays, short stories, and fragments of larger works as well as watching and discussing films. Reinforces basic grammar and introduces more complex constructions. —R. Gorup

3 points. TuTh 12:40–1:25

SRCR W 4100y

Central Europe and the Orient

—R. Gorup

3 points. TuTh 10:35–11:50

SRCR W 4—x

Linguistic and Ethnic Conflicts in the Former Yugoslavia

SRCR W 3998x or y

Supervised Individual Research

—Staff

Prerequisite: Departmental approval.

2–4 points.

Ukrainian Language and Literature

UKRN W 1101x–W 1102y

Elementary Ukrainian I and II

Essentials of grammar and basic oral expression, with emphasis on drills, reading, writing, and listening comprehension. Reading of simple texts, discussion of readings in Ukrainian. Conducted increasingly in Ukrainian. —R. Finnin

3 points. TuTh 5:40–6:55

UKRN W 1201x–W 1202y

Intermediate Ukrainian I and II

Intensive rapid review of grammar, with some emphasis on conversational skills. Strong emphasis on reading/translating skills, using selections from contemporary Ukrainian periodicals. —A. Berezenko

Prerequisite: Ukrainian W 1102 or the equivalent.

3 points. MW 6:10–7:25

UKRN W 3001y

Advanced Ukrainian

Development of integrated performance in speaking, listening, reading, and writing in the Ukrainian language. Examines grammar, syntax, and new vocabulary, primarily focusing on the further study of the usage of verbs of movement and their aspects, adjectival and adverbial participles, and their contextual impact. —A. Berezenko

3 points. MW 4:10–5:25

UKRN W 3998x, y

Supervised Individual Research

—Staff

Prerequisite: Departmental approval.

2–4 points.

UKRN W 4040x

Twentieth Century Ukrainian Prose

—Instructor TBA

Prerequisite: A reading knowledge of Ukrainian or fluency in another Slavic language.

3 points. Not offered in 2003–04.

UKRN W 4021

Introduction to Ukrainian Literature and Culture: Beginnings Through the 19th Century

—Instructor TBA

Prerequisite: Some familiarity with at least one Slavic language.

3 points. Not offered in 2003–04.

SOCIOLOGY

332 Milbank Hall

854-3577

www.barnard.edu/sociology

Professor: Jonathan Rieder (Chair)

Assistant Professors: Elizabeth Bernstein, Peter Levin, Robert Smith

Other officers of the University offering courses listed below:

Professors: Peter Bearman, Harrison White

Associate Professor: Francesca Polletta

Assistant Professors: Gil Eyal, Nicole Marwell

Sociology aims to uncover the theoretical principles that illuminate social life. In pursuing this goal, sociology exhibits a diversity of perspectives. This pluralism is one source of the discipline's vitality. Some scholars reach out to the sciences for their model of sociological inquiry; others look to more humanistic and historical endeavors for their inspiration and identity. But in all its different forms, the discipline as a whole strives to develop rigorous methods, both qualitative and quantitative, for analyzing social life.

Sociology involves more than the accumulation of theory and method for its own sake. Perhaps above all else, sociology is devoted to the exploration of actual social life in all its variousness. Thus it is that sociology majors examine the dynamic processes through which human beings express their social being: cooperation, conflict, power, exchange, morality, symbolism, domination, dependency, deviance, social control, and violence. Students also study the forms to which these processes give rise: social networks, small groups, face-to-face interaction, subcultures, families, gender divisions, religion, popular and high culture, social class, structures of race and ethnicity, bureaucracy, social movements, professions, and the state. The Barnard Department of Sociology tends to focus on these forms and processes as they unfold in the United States. At the same time, we seek to guard against provincialism by grounding our analyses comparatively and exploring the social life of less developed, developing, and other mature industrial societies.

There are no special admissions requirements or procedures. Students (majors and non-majors) are encouraged to consult with members of the department regarding their choice and sequence of courses. Combined and double majors may be arranged. In addition, the Columbia department offers a wide variety of sociology courses which are open to interested Barnard students.

REQUIREMENTS FOR THE MAJOR

The major prepares students for graduate work in sociology as well as in other disciplines; for professional schools (law, business, social work, journalism, urban planning); and for all occupations requiring general knowledge of society and social interaction as well as basic skills of social research.

A minimum of 10 courses is required for the major, including:

SOCI BC 1003	<i>Introduction to Sociology</i>
SOCI BC 3082	<i>Junior Colloquium—Sociological Theory</i>
SOCI BC 3211	<i>Quantitative Methods</i> (not later than the junior year)
SOCI BC 3087–BC 3088	<i>Individual Projects for Seniors</i>

and at least five other courses selected in consultation with the major adviser. Sociology BC 3211 should be taken no later than the junior year.

There is no major examination. To graduate, a student must complete, to the satisfaction of her instructor in BC 3087–BC 3088, a long paper involving some form of sociological research and analysis.

REQUIREMENTS FOR THE MINOR

Five courses are required for the minor in Sociology, including SOCI BC 1003 and four courses to be selected in consultation with the Sociology adviser.

COURSES OF INSTRUCTION

SOCI BC 1003y

Introductory Sociology

An introduction to the sociological imagination which focuses on group influences on the individual (conformity, social structure and personality, community and deviance); the institutional arrangements of class, gender, ethnicity, and bureaucracy; the role of social movements and technology in social change. —R. Smith

3 points.

SOCI V 1202x, y

The Sociological Imagination

Identification of the distinctive elements of sociological perspectives on society. Readings confront classical and contemporary approaches with key social issues that include power and authority, culture and communication, poverty and discrimination, social change, and popular uses of sociological concepts. —F. Polletta, TBA

3 points.

SOCI V 1205x, y

Evaluation of Evidence

A non-technical introduction to alternative strategies by which social science data are transformed into evidence for theoretical arguments. Discussion of the logic and procedures of social science research and standards for the critical evaluation of that research; the discussion is based on a careful reading and analysis of significant studies exemplifying the use of different kinds of social science data and methods (field observations, historical archives, surveys, and experiments). —P. Bearman

3 points.

Note: One introductory course in sociology is suggested as a prerequisite for all 3000-level courses.

SOCI BC 3082y

Junior Colloquium: Introduction to Social Theory

The rise and transformation of modern society in the 19th and 20th centuries. “Classical” literature such as Marx, Durkheim, and Weber will be read. Selected topics: the relationship between individual, society, and polity; gender relations, class, and status relations; moral and instrumental action. —E. Bernstein

4 points.

SOCI BC 3087x–3088y

Individual Projects for Seniors

The instructor will supervise the writing of long papers involving some form of sociological research and analysis. —E. Bernstein, J. Rieder, R. Smith

Required of all senior majors.

4 points.

SOCI V 3100x, y

Classical Sociological Theory

Theoretical accounts of the rise and transformations of modern society in the 19th and 20th centuries. Among theories studied, in historical context, are those of Adam Smith, Tocqueville, Marx, Durkheim, Max Weber, Roberto Michels. Selected topics: individual, society, and polity; economy, class, and status; organization and ideology; religion and society; moral and instrumental action.

—N. Marwell, G. Eyal

A required course for all sociology majors. Prerequisite: At least one sociology course; may be waived in appropriate cases.

3 points.

SOCI BC 3115x

Feminist Theory

An analysis of the theoretical assumptions and political implications of liberal, radical, Marxist, and socialist variants of first- and second-wave feminist theory, including recent works in psychoanalytic and postmodern feminism. Also considers the implications of such feminist arguments for debates within contemporary and classical sociological theory. —E. Bernstein

Permission of the instructor required. Enrollment limited.

4 points. Not offered in 2003–04.

SOCI V 3200

Gender, Class, and Race

The critical role of gender, class, and race in social life, and their relationship to inequality, community, and culture. Focuses on reactions to and perceptions of difference in the spheres of family, work, sexuality, and politics.

3 points. Not offered in 2003–04.

SOCI V 3206y

Race, Culture, and Identity in the Contemporary United States

The impact of race on culture and identity, with emphasis on black-white relations: Is there a “great divide”?; affirmative action, individualism and communalism; imagery of blacks and whites in art and entertainment; Afro-Caribbean/African-American differences; ethnicity and “white” culture; white backlash and racism; integration and black nationalism; the ambiguities of “crossover” culture; new immigration. —J. Rieder

Permission of the instructor required. Enrollment limited.

4 points.

SOCI BC 3211y

Quantitative Methods

An introduction to statistical methods emphasizing their application to practical research problems. Topics include frequency distributions, cross-tabulations and correlation, basic concepts of probability, hypothesis testing, and the analysis of variance. Students will learn to execute basic statistical analyses on a personal computer. —Instructor TBA

4 points.

SOCI V 3213x

Culture in Contemporary America

An analysis of the values and meanings that form American pluralism and the communities that create and consume culture. Examples come from popular and elite culture: American individualism, rhythm and blues, Christian fundamentalism, liberalism and conservatism, abortion politics, television, and film. A central focus is on race, ethnicity, and identity. —J. Rieder

3 points. Not offered in 2003–04.

SOCI V 3216**Organizations in Modern Society**

An exploration of the growth of large organizations in politics, business, government, and culture; the structure of the corporation; not-for-profit organizations (art museums, universities); organizational cultures; dilemmas of hierarchy, power, and alienation; the tension between organizations and democracy; left and right critiques of the organizational state.

3 points. Not offered in 2003–04.

SOCI BC 3220**Masculinity: A Sociological View**

The cultural, political, and institutional forces that govern masculinity. Focuses on various meanings of “being a man” and the effects these different types of masculinity have on both men and women.

Explores some of the variation among men and relationships between men and women. —P. Levin

3 points.

SOCI BC 3227**The Sociology of U.S. Economic Life**

The social forces that shape market behavior: ideologies of liberalism and conservatism; the culture of commodities and consumption; income, class, and quality of life; the immigrant economy; life in financial institutions; the impact of the global economy. —P. Levin

3 points.

SOCI V 3235**Social Movements**

Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women’s movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

3 points. Not offered in 2003–04.

SOCI W 3238x**The Sociology of Everyday Life**

Approaches to the study of culture through readings of the familiar “texts” of everyday life and the practices they reveal. Topics covered include dining, cuisine, manners, urban topography, gender, and popular culture. —P. Ferguson

3 points. Not offered in 2003–04.

SOCI BC 3250y**Sociology of Jewish Life in America**

A sociological analysis of Jewish life in America since World War II. Educational, occupational, economic, and political patterns of American Jews; the American Jewish family; changing patterns of religious observance, affiliation, and assimilation; relations with other ethnic groups; American Jews and Israel; challenges to Jewish identity and continuity in American society.

3 points.

SOCI V 3302x**Sociology of Gender**

The exploration of the way gender shapes personal identity, family life, sexuality, the workplace, ideologies of femininity and masculinity, law and the state. —E. Bernstein

3 points.

SOCI BC 3318**The Sociology of Sexuality**

Social, cultural and organizational aspects of sex in the contemporary United States, stressing the plural in sexualities: sexual revolution and post-Victorian ideologies; the context of gender and inequality; social movements and sexual identity; the variety of sexual meanings and communities; the impact of AIDS. —E. Bernstein

3 points. Not offered in 2003–04.

SOCI V 3324

Poverty, Inequality, and Policy: A Sociological Perspective

An examination of poverty, the “underclass,” and inequality in the United States. Part 1: The moral premises, social theories, and political interests shaping current debates about the poor. Part 2: A more concrete analysis of the lives of the poor and the causes of family breakdown, the drug economy, welfare, employment, and homelessness. —R. Smith

3 points. Not offered in 2003–04.

SOCI W 3331

Creation and Career in Art Worlds

The arts and the social forces through which they are made. Explores how patrons and artistic organizations combine with audiences and informal networks of artists to provide resources (emotional, intellectual, and material support) necessary to artistic careers. Examines how social relations and cultural canons around artists affect the form and content of their art. —H. White

3 points. Not offered in 2003–04.

SOCI V 3247x

The Immigrant Experience, Old and New

The immigrant experience in the United States. Topics include ideologies of the melting pot; social, cultural, and economic life of earlier immigrants; the distinctiveness of the African-American experience; recent surge of “new” immigrants (Asians, Latinos, West Indians); Proposition 187; and changing American views of immigration.

3 points.

SOCI V 3350

Religion and Social Change

Examines religious values and organizations as bases for social change, with an emphasis on changes in ideas and practices concerning time, work, inequality, and power. Examples are drawn from older religious traditions, including Judaism, Christianity, Buddhism, Islam, and Hinduism, as well as newer religions, including Wicca, Scientology, and Hare Krishna.

3 points. Not offered in 2003–04.

SOCI V 3290

Sociology of Youth

“Youth” as a biological condition, social construction, cultural phenomenon, and political status.

Offers historical, political, and economic perspectives on youth drawing from sociological theory, ethnography, and students’ lived experience with an emphasis on popular culture. —Instructor TBA

3 points. Not offered in 2003–04.

SOCI BC 3901

The Sociology of Culture

Drawing examples from popular music, religion, politics, race, and gender, explores the interpretation, production, and reception of cultural texts and meanings. Topics include aesthetic distinction and taste communities, ideology, power, and resistance; the structure and functions of subcultures; popular culture and high culture; and ethnography and interpretation. —J. Rieder

Prerequisite: SOCI BC 1003 or equivalent social science course and permission of instructor. Enrollment limited to 15.

4 points.

SPANISH AND LATIN AMERICAN CULTURES

219 Milbank Hall

Chair: 854-8805

Language Coordinator: 854-5422

Faculty Administrative Assistant: 854-2597

www.barnard.columbia.edu/spanish

Professors: Alfred Mac Adam (Chair), Mirella Servodidio (Senior Scholar), Marcia L. Welles

Assistant Professors: Isabel Estrada, Carlos Riobo, Michael K. Schuessler¹

Senior Lecturers: James Crapotta (Language Coordinator), Agueda Rayo, Flora Schiminovich

Associate: Jesús Suárez García

¹Absent on leave 2003–2004.

The Spanish major trains the student to express herself fluently in both oral and written Spanish. It provides her with an intellectual grasp of both the literature and culture of Spain and Latin America.

Foreign Language Requirement for the Degree: first-year students with prior training in Spanish who wish to satisfy Barnard's foreign language requirement in Spanish will be placed in the appropriate language course on the basis of either their CEEB score or the pre-registration placement test administered by the Spanish Department. Students scoring 4 or above on the placement test will be exempted. All others must complete BC 1204. Transfer students should consult the department chair.

The Spanish Club facilitates joint faculty-student projects. The club sponsors discussion sessions and films and lectures by writers, artists, and visiting scholars.

REQUIREMENTS FOR THE MAJOR

Interested students should consult members of the department as early as possible in order to create a course of study suited to their particular interests. The Spanish Department also provides guidance for students interested in the Spanish subdivision of the Foreign Area Studies major. The Spanish Department actively encourages students to study abroad and may be consulted about these programs.

There are three majors available to prospective students in the department: **I. Language and Literature**, **II. Spanish Studies**, **III. Latin American Studies**. Each option requires a Senior Essay (BC 3999x or y *Independent Study for Majors*).

I. Language and Literature: This program emphasizes a knowledge of Spanish language and the literature of Spain and Latin America. The major consists of 11 courses.

The five required courses are:

V 3351 *Literature and Culture of Latin America: Colonial through Modernism*

V 3352 *Literature and Culture of Spain: Enlightenment to the Generation of '98*

V 3353 *Literature and Culture of Spain: Medieval through Golden Age*

BC 3127 *Don Quijote*

BC 3999x or y *Independent Study for Majors* (thesis topic and adviser to be selected)

Six electives (of 3 points each) are to be chosen from the *Language and Literature and Culture* (in Spanish). No more than two may be language-level courses and they must be at the 3000 level.

Requirements for the Minor: Six courses from the *Language and Literature and Culture* options (in Spanish), chosen in consultation with a departmental adviser. No more than two may be language courses and they must be at the 3000 level. Students are encouraged to take one or more of the *Literature and Culture* survey courses (e.g., V 3351, V 3352, V 3353).

II. Spanish Studies: This program emphasizes the literature, history, and culture of Spain. The major consists of 12 courses (eight within the Spanish Department, four within other disciplines).

The three required courses are:

- V 3352 *Literature and Culture of Spain: Enlightenment to the Generation of '98*
- V 3353 *Literature and Culture of Spain: Medieval through Golden Age*
- BC 3999x or y *Independent Study for Majors* (thesis topic and adviser to be selected)

Three electives of 3 points each are to be chosen from the Peninsular courses at the 3000 level (in Spanish). BC 3004, Section 5 *Language and Film: Issues in Contemporary Spanish Cinema*, and Section 2 *Special Issues in Contemporary Spain* and DAN BC 2558 *Evolution of Spanish Dance Style* are recommended.

Four courses are to be chosen from offerings in the Social Sciences or Humanities that relate to Spain and define a special field of interest (to be chosen in consultation with the major adviser). History BC 1011 and 1012 *Introduction to European History* are strongly recommended.

III. Latin American Studies: This program emphasizes the literature, history, and culture of Latin America. The major consists of 13 courses (eight within the Spanish Department; six within other disciplines).

The two required courses are:

- V 3351 *Literature and Culture of Latin America: Colonial through Modernism*
- BC 3999x or y *Independent Study for Majors* (thesis topic and adviser to be selected)

Five electives of 3 points each are to be chosen from the 3000 level, two of which must pertain to specific regions of Latin America (BC 3143 *Literature of the Spanish Caribbean*; BC 3117 *Literature of the Southern Cone*; BC 3118 *Contemporary Mexican Literature*; BC 3119 *Literature of the Andes*; BC 3120 *Twentieth-Century Puerto Rican Literature*).

Six courses in the social sciences or humanities that pertain to Latin America and define a special field of interest (to be selected in consultation with the major adviser).

Requirements for the Minor: Seven courses required (three courses in Spanish):

- V 3351 *Literature and Culture of Latin America: Colonial through Modernism*

Five courses in the social sciences or humanities that pertain to Latin America, to be chosen in consultation with the department.

COURSES OF INSTRUCTION

Language Courses

(Enrollment is limited to 20 students per section; sign-up sheets are on the departmental bulletin board.)
Prerequisite for 3000-level courses: Completion of the language requirement or its equivalent.

SPAN V 1101x–1102y

Elementary First-Year Course

An introductory course to Spanish as a vehicle for oral and written communication. Emphasis on speaking, listening comprehension, reading, and writing. Fundamentals of grammar. —Staff
4 points.

SPAN BC 1103x

Intensive Review of Elementary Spanish

Course for incoming students whose score on the placement examination puts them between the beginning and intermediate levels. To be followed by BC 1203y. —Staff
4 points.

SPAN BC 1203x, y**Intermediate Course, Part I**

Further development of spoken and written communication skills. Review of grammar and syntax. Discussion and analysis of short literary texts. Some linguistic and cultural analysis of contemporary Spanish videos and films. —Staff

Prerequisite: V 1102 or BC 1103 or the equivalent.

4 points.

SPAN BC 1204x, y**Intermediate Course, Part II**

Review of more advanced grammar points. Readings, discussions, and analysis of important works by Latin American authors. Analysis and discussions of Latin American films. —Staff

3 points.

SPAN BC 1206x, 1207y**Intermediate Conversation**

Designed to advance oral and listening proficiency and to increase vocabulary within a wide range of daily and contemporary topics. Materials include readings, cassettes, and videotapes. Activities include role-playing, interviews, small group activities, and oral reports. Some visits to Hispanic cultural events in New York City will be required. —Staff

Recommended parallel: Spanish BC 1203, BC 1204. *Prerequisite:* V 1101x–1102y or the equivalent. Not open to native speakers.

2 points.

SPAN BC 1208x**Spanish for Spanish-Speaking Students**

Designed for native and non-native speaking Spanish-speaking students who have oral fluency beyond the intermediate level, but have had no formal language training. Introduction to Spanish grammar with special emphasis on complex sentence structure and syntax. Writing, reading, and building new vocabulary. May be used to satisfy language requirement with permission of the instructor.

Prerequisite: Oral fluency.

3 points.

SPAN BC 3003x**Advanced Oral and Written Spanish: Contemporary Issues in a Hispanic Context**

Development of oral and written skills through contact with authentic written and video materials. Topics include values, gender, technology, politics, and diversity. Emphasis on advanced language functions: sustaining narration, expressing opinions, and hypothesizing. Weekly expository and creative writing assignments; final oral presentation. Required class visit to a Hispanic cultural event.

3 points.

SPAN BC 3004x, y**1. Language and World View**

Reinforcement and development of modern language skills through focused attention on contemporary sociopolitical issues of Spain and Latin America. Intended as bridge courses for students who have just completed the language requirement or its equivalent. Open only by special permission of the instructor to students who have already completed upper-level courses in the *Literature* and *Culture* listings. Useful for students in Foreign Area Studies, Political Science, History, and Economics.

Enrollment limited to 20 students. Sign-up sheets on departmental bulletin board.

3 points.

2y. Special Issues in Contemporary Spain

Features films and readings from newspapers, magazines, and journals centering on the issues confronting contemporary Spain: the transition to democracy and modernization, terrorism, regional autonomy, feminism, and sexual identity. Readings, discussions, and papers designed to improve oral and written proficiency. —J. Crapotta

3. Hispanics in the United States

An investigation of the cultural and socioeconomic patterns of Hispanics in the United States; their participation in the world of entertainment, visual arts, and literature; and their struggle for political power. Reinforcement of oral and written Spanish: Films, newspaper and magazine articles, essays. *Not offered in 2003–04.*

4. Lives of Creative Women in the Spanish-Speaking World

An investigation of the diversity of women's experience of the creative process. Poetry, essays, films, and paintings will be examined in their biographical and critical contexts. Works by and about: Sor Juana Inés de la Cruz, Frida Kahlo, María Luisa Bemberg, Gloria Anzaldúa, Rosario Castellanos, and others. Interviews with poets and artists. *Not offered in 2003–04.*

5x. Language and Film: Issues in Contemporary Spanish Cinema

An examination and discussion of three recurrent themes in Spanish films of the last quarter century: childhood memories and the Civil War, the politics of gender and family, and issues of modernization. Emphasis on the development of listening and speaking skills and vocabulary building.

—I. Estrada

6y. Political Acts: Latin American Theatre in the 20th Century

Development of language skills through the study of some of the most representative plays in 20th-century Latin America. Focus on issues of cultural identity and pluralism, the role of women, tradition and change, race, politics, and repression. Works by Ariel Dorfman, Griselda Gambaro, and others. —F. Schiminovich

7. Language and Performance: Spanish-Language Theatre in NYC

Read, act scenes from and attend performances of Spanish-language plays currently in the repertory of theatre companies in NYC. Emphasis on developing vocabulary and language skills, understanding cultural contexts, writing reviews and performing theatre in Spanish. —J. Crapotta [Class trips to plays will take place outside regular class hours. \$75 fee for tickets.]

3 points. *Not offered in 2003–04.*

SPAN BC 3096

Poetry Writing in Spanish

Writing of at least two original works of poetry in Spanish to be read and commented upon by the group. Varied assignments designed to explore the resources of language through free association, imitation, allusions, and similar techniques. Reading of contemporary Latin American women poets to provide a further context and enrich discussion.

Prerequisites: Completion of language requirement or Spanish-speaking background and permission of the instructor.

2 points. *Not offered in 2003–04.*

Literature and Culture Courses

For non-majors, all courses will count toward the distribution requirement, Part A. All departmental courses are conducted in Spanish unless otherwise stipulated. The prerequisite for all literature and culture courses is satisfaction of the foreign language requirement in Spanish. Exceptions should be discussed with the instructor and the departmental chair.

Introductory Courses

(Enrollment limited to 15 students. Sign-up sheets on departmental bulletin board.) Designed to acquaint students with close reading of a limited number of major literary texts. Emphasis is on the analysis of language and genre and serves as a bridge between intermediate language courses and more advanced courses in literature and culture.

SPAN BC 3109

Introduction to Literary Analysis

Instruction in techniques of literary analysis applied to works representing different genres. Development of a critical vocabulary. Analysis of style, structure, and content. Introduction to theories of criticism.

3 points. Not offered in 2003–04.

SPAN BC 3110

An Introduction to Spanish Theatre

Analyses of the varied functions and forms of theatre in representative Spanish plays of the 17th through the 20th centuries: the *comedia*, the *entremés*, Romantic drama, the *esperpento*, surrealist theatre, absurdist comedy, and political satire. Authors include Cervantes, Lope de Vega, Zorrilla, Valle-Inclán, Lorca, Arrabal, and Ruibal.

3 points. Not offered in 2003–04.

Survey Courses: Texts and Contexts

A series designed to coordinate literary and non-literary readings of Spain and Latin America with their social, political, intellectual, creative, and historical implications. May include museum visits, lectures, and films.

SPAN V 3353x

Literature and Culture of Spain: Medieval through Golden Age

Literary readings coordinated with their social, political, intellectual, creative, and cultural implications.

3 points.

SPAN V 3252y

Literature and Culture of Spain: Enlightenment through the Generation of '98

Literary readings coordinated with their social, political, intellectual, creative, and historic implications.

3 points.

Advanced Courses

Latin America

SPAN BC 3117

Literature of the Southern Cone: The Dialects of Fantasy and Reality

An examination of the literature of the Southern Cone—Argentina, Uruguay, Paraguay, and Chile; the tension between fantastic literature and literary realism. Readings include Borges, Casares, Ocampo, Onetti, Donoso, and Roa Bastos.

3 points.

SPAN BC 3118

Contemporary Mexican Literature: The Interplay of History and Narrative

A study of Mexican historical novels as meeting places for the rival discourses of history and narrative. Works by significant Mexican authors (Yáñez, Fuentes, Paz, Poniatowska, Pacheco, Ibarguenoitia, and Castellanos).

3 points.

SPAN BC 3119y

Literature of the Andes: Revolution and Identity

The region of the Andes (Colombia, Ecuador, Bolivia, Peru, and Chile) has produced great poets—Mistral, Neruda, and Vallejo—as well as extraordinary novelists, Donoso and Vargas Llosa. This course seeks to identify the essential traits of the region's literature and relate them to its tumultuous history.

3 points.

SPAN BC 3112

Love and Eroticism in Contemporary Latin American Literature

An introduction to the artistic manifestations of love and eroticism and their relationship to social attitudes. Works by Gabriela Mistral, Vicente Huidobro, Neruda, Paz, Borges, Isabel Allende, Vargas Llosa, and García Márquez.

3 points.

SPAN BC 3120

Twentieth-Century Puerto Rican Literature

A study of Puerto Rican authors (Ferré, Sánchez, Pedreira, Julia de Burgos, González, Marqués) and their interpretation of socio-historical development in Puerto Rico. The relationship of these texts to historical writing (e.g., Quintero Rivera), and the revisionist trend in Puerto Rican historiography.

3 points.

SPAN BC 3122

Contemporary Latin American Short Fiction

Readings of short stories and novellas by established and emerging writers from Spanish America and Brazil. Defines the parameters of Latin American short fiction by exploring its various manifestations—fantastic literature, protest writing, satire, and realism. Among the authors to be studied will be: Machado de Assis, Borges, García Márquez, Ana Lydia Vega, Clarice Lispector, Silvina Ocampo, and José Donoso.

3 points.

SPAN BC 3141

La Novela del Boom, 1962–1970

A close readings of the novels that place Spanish America in the mainstream of worldwide literary production during the sixties. Authors include: Fuentes, Cortázar, Cabrera Infante, Vargas Llosa, Puig, and Donoso.

Prerequisite: Permission of the instructor.

3 points.

SPAN BC 3142y

Film-Literature Relations in Modern Latin American Narrative

Intertextual relations between film and literature. Authors and film makers include: Gabriel García Márquez, Laura Esquivel, Borges, María Luisa Bemberg, Vargas Llosa, and Fina Torres.

3 points. Not offered in 2003–04.

SPAN BC 3143y

Literature of the Spanish Caribbean

A study of works from the Spanish-speaking islands of the Caribbean, Cuba, the Dominican Republic, and Puerto Rico, in order to unravel the cultural traits, historical patterns, and politico-economic realities that these islands may or may not have in common.

3 points.

SPAN BC 3144

Daughters of La Malinche: Women and Culture in Mexico

Explores the contribution of women towards the development of Mexican culture from pre-Hispanic times through the 20th century, with an emphasis on the latter. The works of such artists and writers as Frida Kahlo and María Izquierdo, Elena Garro, and Rosario Castellanos will be considered in light of their historical and political contexts.

3 points.

SPAN BC 3146

20th-Century Women Writers of Colombia

Works by such authors as Laura Restrepo, Alba Lucía Angel, Emilia Ayarza, Matilde Espinosa, and María Mercedes Carranza studied in the context of and in contrast to literary movements such as Magical Realism, *Piedracielismo*, and *Nadaismo*. —A. Rayo

3 points.

Spain

SPAN BC 3126x

Archetypal Patterns in Contemporary Women's Fiction

A consideration of the relationship between contemporary fiction by women and traditional archetypal configurations. The following categories will be studied: initiation into adulthood; marriage and social involvement; the quest for sexuality; personal transformation. Authors studied will be Martín Gaité, Tusquets, Alós, Moix, Montero, Riera, Grandes, Etxebarria, Rossetti. —M. Servodidio
3 points.

SPAN BC 3127

Don Quijote

A study of Cervantes' masterpiece, concentrating on the narrative models available to him and his own creation of the "novel." Readings also include selected *Novelas Ejemplares* and critical studies.
3 points.

SPAN BC 3131

Civil War and Post-War Spain: Myth and Reality Through Film, History, and Literature

Contemporary Spanish films serve as a point of departure for the study of the Civil War and Franco periods as both historical fact and myth. Includes an analysis of its representation in memoirs and literary works and its significance in light of Spain's recent political transformation.
3 points.

SPAN BC 3134

Marriage and Adultery in 19th-Century Spanish Fiction

A consideration of the conflicting interests of 19th-century society as represented through the themes of marriage and adultery: the desire for social stability vs. the potentially subversive drive for freedom and self-affirmation. The roles of women, class, culture, and religion emphasized in works by Galdós, Clarín, Cabellero, and others.
3 points.

SPAN BC 3137

Spanish Literature from 1975: The Postmodern Discourse

A close reading of some of the most significant works and trends of post-Franco Spain in the light of postmodern theories. Readings will include works by Martín-Gaité, Vázquez Montalbán, Montserrat Roig, Lourdes Ortiz, J.J. Millás, Ana Rosetti, Paloma Pedrero, Antonio Gala, Almudena Grandes.
3 points.

SPAN BC 3138

The Spanish Inquisition

A study of the cultural impact of the institution from its establishment and spread to the New World to its final abolition. Readings include Holy Office trials of heresy, witchcraft, and sexual deviation, the *Lazarillo de Tormes* and its expurgated version, as well as stories by Cervantes, Francisco Ayala, and Carme Riera. Visual materials include representations of *autos de fé* and etchings by Goya.
3 points.

SPAN BC 3151

Spanish Film: Cinematic Representations of Spain

An examination of Spanish film in both theoretical and historical terms. Considers political and ideological changes through the 20th century and their repercussions in cinematic representation. Topics include: surrealism and Buñuel's legacy; representations of Franco and the civil war; censorship and self-censorship; gender, sexualities, and national identities; film-literature relations.
3 points. Not offered in 2003–04.

Spanish-Women's Studies SPWS BC 3135x

Reading for Difference: Lesbian and Gay Themes in Hispanic Literature and Film

Homosexual issues and images in major literary works and films of Spain and Latin America. Themes include the social construction of sexuality, political contexts, gay and lesbian self-representation, homosexual desire, closeting and disclosure, defining a gay poetics. Authors include Lorca, Arenas, Tusquets, Molloy, Peri Rossi, Puig, and Almodóvar.

3 points.

SPAN BC 3155y

Image and Word: Crosscurrents in the Art and Literature of Habsburg Spain

An examination of images and texts in interaction with one another within their socio-historical context. Special attention given to the different modes of analyzing verbal and visual arts. Authors include Calderón, Cervantes, Quevedo, Tirso de Molina, St. Ignatius Loyola, St. Teresa of Avila, and María de Zayas. Artists include Murillo, Valdés Leal, Velázquez.

3 points.

Courses in English

SPAN BC 3203

20th-Century Women Poets of the Americas: Kindred Voices

Cross-cultural themes, images, and poetics in women poets of North America and Latin America. Discussion topics include: the search for a matrilineal poetic ancestry; the revival of the goddess; the poetics of subversion. Emphasis on African American, Native American and Latina authors like Ntozake Shange, Sonia Sánchez, Mary Tallmountain. Also, Gabriela Mistral, H.D., Rosario Castellanos, Claribel Alegría, Adrienne Rich.

3 points.

SPWS BC 3204y

Latina Literature

A study of fiction, poetry and prose (essayistic and autobiographical) written by Latinas in the United States. Topics include bilingualism and biculturalism; migration and crossing, "return" and "home"; community, culture, and nation; identity; and women's strategic positioning in the literary and political discourses of the Latino movement.

3 points.

SPWS BC 3205

Hispanic Gay and Lesbian Representations in the Literatures of the Americas

Lesbian and gay images and issues in literary and theoretical writings of Latin American authors and of the United States. Hispanic and North American constructions of homosexual/heterosexual and male/female forms of erotic desire; the relationship of politics, sexuality, and race. Authors included Puig, Arenas, Peri Rossi, Anzaldúa, and Moraga.

May not be taken with SPWS BC 3135.

3 points.

SPAN BC 3264x

The Boom: The Spanish American Novel, 1962–70

The writing that catapulted Latin America into the mainstream of world culture: Fuentes, García Marquez, Manuel Puig, Julio Cortázar, José Donoso, and Mario Vargas Llosa. —A. Mac Adam
Prerequisite: For reading and writing in Spanish, satisfaction of language requirement and one SPA literature course. To receive major or Comparative Literature credit, readings and written work must be done in Spanish. May not be taken with SPAN BC 3141. —A. Mac Adam

3 points.

SPAN BC 3266y

Buñuel, Lorca, Dalí: Explorations in Desire

A study of the impact of Freudian psychoanalysis and surrealist theory and practice on three major figures of early 20th-century Spain. The relationship between dream language and the poetic and visual rhetoric of desire will be studied in the plays and poetry of Federico García Lorca, the paintings of Salvador Dalí, and the films of Luis Buñuel. —M. Welles

3 points.

SPAN V 3265y

Latin American Literature in Translation

A study of contemporary Latin American narrative; its origins and apotheosis. Readings include Machado de Assis, Borges, García Marquez, Puig, and others. —A. Mac Adam

3 points.

For Spanish and Portuguese courses at Columbia University, consult *Columbia College Bulletin*.

STATISTICS

618 Mathematics Building

854-3652

www.stat.columbia.edu

Officers of the University offering courses in Statistics:

Professors: Graciela Chichilnisky, Victor H. de la Peña, Andrew Gelman, Christopher C. Heyde, Ioannis Karatzas (Mathematics), David H. Krantz (Psychology), Shaw-Hwa Lo (Chair), Paul Meier (Emeritus), Daniel Rabinowitz, Zhiliang Ying

Assistant Professors: Regina G. Dolgoarshinnykh, Takaki Hayashi, Martin A. Lindquist, Ji Meng Loh, Jan Vecer, Tian Zheng

Adjunct Professor: Demissie Alemayehu

Affiliated Faculty: Emilia Bagiella (Biostatistics), Melissa D. Begg (Biostatistics), Guillermo Gallego (Industrial Engineering and Operations Research), Jonathan L. Gross (Computer Science), Steven Kou (Industrial Engineering and Operations Research), Bruce Levin (Biostatistics), Xin-Hua Liu (Biostatistics), Myunghee C. Paik (Biostatistics), Michael Parides (Biostatistics), Eva Petkova (Biostatistics), Dong Hong Phong (Mathematics), Karl Sigman (Industrial Engineering and Operations Research), Mikhail Smirnov (Mathematics), Andrea Troxel (Biostatistics), Christine Waternaux (Biostatistics)

Barnard Departmental Representative: Takaki Hayashi, x 43969, hayashi@stat.columbia.edu

The Department of Statistics offers a wide range of courses in probability and statistics. Probability and statistics deal with phenomena involving uncertainty. Probability theory describes the behavior of given random systems, while statistical methods facilitate the discovery of hidden regularities in such systems from observed data. The department trains students to apply statistical methodology in their later careers in the biomedical or social sciences, business, engineering, etc., or to continue with graduate study in statistics, business management, operations research, and related fields. Members of the department are actively engaged in both theoretical and applied research. Students may not take both 1001 and 1111 for credit. Certain majors require 1111. Consult the respective major department.

REQUIREMENTS FOR THE MAJOR

All majors should consult the departmental representative regularly in planning their programs of study. The requirements listed below are special to this department and must be read in conjunction with the general requirements for the bachelor's degree. As a rule, no more than 12 points of transfer credit may be accepted toward the major.

A total of 13 courses are required for the major, including:

Mathematics V 1101, V 1102, and V 2010, or their equivalents. (However, students are advised to take at least one more semester of calculus.)

STAT W 1211, either STAT W 3000 or STAT-IEOR W 4105, Statistics W 3659/4107, W 4315, and W 3701. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 3659/4107, with approval of the adviser.

One approved course in computer science beyond the introductory level and four additional courses to be chosen with departmental approval from statistics, mathematics, computer science, or operations research, at least two of which must be statistics courses numbered above 4200.

REQUIREMENTS FOR THE MINOR

The minor in Statistics requires 24 points, including: STAT W 1211; either STAT W 3000 or W 4105; W 4107, W 4315; and STAT W 3701 or statistics course above the 4200 level; Math V 1101–V 1102 and V 2010. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 4107, with approval of the adviser.

See Mathematics Department for Mathematics-Statistics Major.

COURSES OF INSTRUCTION

STAT W 1001x, y

Introduction to Statistical Reasoning

Friendly introduction emphasizing conceptual understanding and applications. Topics include design of experiments, data collection and graphical display, probability and modeling, normal curve and its approximations, linear regression, confidence intervals, hypothesis testing, computer use for data management. Examples drawn from several areas, including medical studies, genetics, political science, population surveys, economics, legal studies, business, and physics. —x: Instructor TBA; y: Instructor TBA

Prerequisite: Some high school algebra.

3 points.

STAT W 1111x, y

Introduction to Statistics

Designed for students in fields (such as economics) that emphasize quantitative methods. Probability concepts and basic theory of sampling distributions are used as aids to quantitative theory and data analysis, with illustrations drawn from the natural and social sciences. Problems of data quality and causal inference; graphical and numerical summaries of data; statistical modeling of relationships between variables; use of computer for data management, evaluation of models, and estimation of parameters. —x: A. Gelman; y: Instructor TBA

Prerequisite: High school mathematics through intermediate algebra. Enrollment limited to 50 per section.

3 points. (Recitation section to be arranged.)

STAT W 1211x, y

Introduction to Statistics B

Designed for students in fields that emphasize quantitative methods. Probability concepts and basic theory of sampling distribution are used as aids to quantitative reasoning and data analysis, with illustrations drawn from the natural and social sciences. Introduction to use of computers for data management, graph construction, evaluation of regression models, and estimation of unknown parameters. Topics of Statistics W 1111 are covered in greater depth. —Instructor TBA

Prerequisite: Calculus I. (Recitation section to be arranged.)

3 points.

STAT W 3000y

Introduction to Statistics: Probability Models

An introduction to the main ideas and tools of probability emphasizing conceptual understanding and problem solving rather than theory. The topics covered include: conditional probability and expectation, independence, Bayes's rule, important distributions, random variables, double integration and joint distribution, variance, central limit theorem, law of large numbers, sums of independent random variables, Markov's inequality, Chebychev's inequality. Examples are drawn from several areas of human knowledge, including: genetics, biology, meteorology, engineering, reliability, medical studies, sports, elections, sampling, and finance. May be used for partial fulfillment of science requirement. —Instructor TBA

Prerequisite: Calculus I and II.

3 points.

SIEO W 3600x

Introduction to Probability and Statistics

Fundamentals of probability and statistics used in engineering and applied science. Probability: random variables, useful distributions, expectations, laws of large numbers, central limit theorem. Statistics: point estimations, confidence intervals; hypothesis tests, linear regressions, ANOVA. —Instructor TBA

Prerequisite: A working knowledge of calculus.

4 points.

SIEO W 3658x

Probability

Fundamentals of probability theory. Distributions of one or more random variables. Moments. Generating functions. Functions of a random variable. Law of large numbers and the central limit theorem. —Instructor TBA

Prerequisite: A working knowledge of calculus.

3 points.

STAT W 3659x, y

Statistical Inference

Principles of statistical inference. Population parameters, sufficient statistics. Basic distribution theory. Point and interval estimation. Method of maximum likelihood. Method of least squares, regression. Introduction to the theory of hypothesis testing. Likelihood ratio tests. Nonparametric procedures. Statistical design theory. Applications to engineering, medicine, and the natural and social sciences.

Prerequisite: STAT W 3000 or STAT-IEOR W 4105 or the equivalent.

3 points.

STAT W 3701x, y

Advanced Data Analysis

Data analysis using a computer statistical package and selected exploratory data analysis subroutines. Topics include editing of data for errors, exploratory and standard techniques for one-way analysis of variance, linear regression, and two-way analysis of variance. Material is presented in case-study format.

—D. Alemayehu

Prerequisite: A one-term introductory statistics course.

3 points. Two hours of laboratory TBA

STAT C 3997x, y

Independent Research

The student participates in the current research of a member of the department and prepares a report on the work. —Staff

Prerequisite: The permission of a member of the department. May be repeated for credit.

3 points.

SIEO W 4105x, y

Probability

Fundamentals, random variables, and distribution functions in one or more dimensions; moments, conditional probabilities, and densities; Laplace transforms and characteristic functions. Infinite sequences of random variables; weak and strong laws of large numbers; central limit theorem.

—x: Instructor TBA; y: Instructor TBA

Prerequisite: A working knowledge of calculus. Can be taken as the sole course by students needing a basic knowledge of probability or as the foundation for more advanced courses at the senior undergraduate or M.A. level.

3 points.

STAT W 4107x or y

Statistical Inference

—Instructor TBA

This course is identical to STAT W 3659.

3 points.

STAT W 4109x
Probability and Statistical Inference

—Instructor TBA

Combined STAT W 4105 and W 4107.

6 points.

QMSS W 4015y
Statistics for the Social Sciences

Students will learn the elements of a statistical computing language and the use of standard statistical programs to explore and characterize social data from archival sources, field observations, surveys, and controlled experiments. —Instructor TBA

Prerequisite: A one-semester Introduction to Statistics.

3 points.

SIEO W 4150x, y
Introduction to Probability and Statistics

Fundamentals of probability theory and statistical inference used in engineering and applied science. Probabilistic models, random variables, useful distributions, expectations, law of large numbers, central limit theorem. Statistical inference: point and confidence interval estimation, hypothesis tests, linear regression. —x: Instructor TBA; y: Instructor TBA

Prerequisite: A working knowledge of calculus.

3 points.

STAT W 4201
Advanced Data Analysis

—D. Alemayehu

This course is identical to STAT W 3701.

3 points.

STAT W 4220x, y
Analysis of Categorical Data

A thorough study of the fourfold table, with applications to epidemiological and clinical studies. Significance versus magnitude of associations, estimation of relative risk; matching cases and controls; effects, measurement, and control of misclassification errors; combining evidence from many studies. —x: Instructor TBA; y: Instructor TBA

Identical to Public Health P8120. Prerequisite: A calculus-based first course in statistics, such as STAT W 4107 or SIEOR W 4150, and permission of the instructor.

3 points.

STAT W 4315x, y
Linear Regression Models

Theory and practice of regression analysis. Simple and multiple regression, including testing, estimation and confidence procedures, modeling, regression diagnostics and plots, polynomial regression, fixed effects ANOVA and ANCOVA models, nonlinear regression, multiple comparisons, collinearity and confounding, model selection. Geometric approach to the theory and use of the computer to analyze data will both be emphasized. —x: Instructor TBA; y: Instructor TBA

Identical to Public Health P8111. Prerequisite: Probability and statistics at the level of W 4150 or W 4105 or W 3000 and 4107 taken concurrently, linear algebra, and calculus.

3 points.

STAT W 4325x, y
Generalized Linear Models

Topics include log-linear models for count data, analysis of ordered categorical data, analysis of continuous data where the variability increases with the mean, survival analysis, and model checking. —x: Instructor TBA; y: Instructor TBA

Identical to Public Health P 8121. Prerequisite: Permission of the instructor and STAT W 4107, STAT W 4315, MAT 2010.

3 points.

STAT W 4327y

Design of Experiments

Principles in the design and analysis of controlled experiments: Latin squares, incomplete block designs, crossover designs, fractional, factorial designs, confounding. —Instructor TBA

Identical to Public Health P8116.

3 points.

STAT W 4330x

Multilevel Models

Setup, inference, and checking the fit of multilevel models (also called hierarchical, random-effects, and mixed-effects models). Computation using various software packages and applications in social science and elsewhere. —A. Gelman

Prerequisite: STAT W 4315 or the equivalent.

3 points.

STAT W 4335x

Sample Surveys

An introductory course on design and analysis of sample surveys. The goals are to (1) learn how sample surveys are conducted and why these designs are used; (2) learn how to analyze survey results; and (3) be able to derive from first principles the standard results and their generalization. Design topics include simple random sampling, stratified sampling, systemic sampling, and cluster sampling. Analysis topics include post-stratification, ratio estimation, regression estimation, weighting, and Bayesian smoothing. We will discuss in detail surveys from areas including public health, social work, and opinion polling, and other topics of interest to the participants. —A. Gelman

Identical to Public Health P8115.

3 points.

STAT W 4413x

Nonparametric Statistics

Statistical inference without parametric model assumption. Hypothesis testing using ranks, permutations, and order statistics. Nonparametric analogs of analysis of variance. Tolerance limits. Robust estimation. Introduction to sequential statistical procedures. Applications to quality control and clinical trials. —Instructor TBA

Identical to Public Health P8117. Prerequisite: STAT W 4107. Alternate years.

3 points.

STAT W 4415y

Multivariate Statistical Inference

Multivariate normal distribution; multivariate regression and analysis of variance; canonical correlation and tests of independence. Principal components and other models for factor analysis.

Discriminant functions and the classification problem; cluster analysis. —Instructor TBA

Identical to Public Health P8129. Prerequisite: STAT W 4315 or the equivalent.

3 points.

STAT W 4419y

Decision Analysis

Bayesian decision analysis, decision trees, expected value, utility theorem and evaluation of utilities, subjective probabilities and calibration, Bayesian inference. Examples from public health, medicine, political science, economics, and operations research. —A. Gelman

Prerequisite: One semester of probability or the equivalent.

3 points.

STAT W 4437x**Time Series Analysis**

Least squares smoothing and prediction, linear systems, Fourier analysis, and spectral estimation. Discussion of the impulse response and transfer function. Fourier series, the fast Fourier transform algorithm, autocorrelation function, and spectral density. Univariate Box-Jenkins modeling and forecasting. Emphasis is on practical applications and the theoretical foundation necessary for understanding and extending these applications in examples from the physical sciences, social sciences, and business. Computing is an integral part of the course. —Instructor TBA

Prerequisite: STAT W 4315 or the equivalent.

3 points.

STAT W 4543x**Survival Analysis**

Survival distributions, types of censored data, estimation for various survival models, nonparametric estimation of survival distributions and related functions, comparison of two or more survival distributions, the proportional hazard and accelerated lifetime models for covariate data, regression analysis with lifetime data. —W. Y. Tsai

Prerequisites: STAT W 3659/4107 or the equivalent.

3 points.

SIEO W 4606x, y**Elementary Stochastic Processes**

Review of elements of probability theory. Poisson distribution process. Exponential distribution. Renewal theory. Wald's equation. Introduction to discrete time, Markov chains, and applications to queuing theory, inventory models, branching processes. —x: Instructor TBA; y: Instructor TBA

Prerequisite: STAT W 3000 or Statistics IEOR W 4105, or the equivalent.

Note: Offered by Statistics Department in the Spring. Permission of the instructor required in the Autumn.

3 points.

THEATRE

507 Milbank Hall

854-2080

Fax: 854-1840

www.barnard.edu/theatre

Professor: Denny Partridge (Alice B. Pels Professor of Theatre)

Assistant Professor: Shawn-Marie Garrett¹

Senior Lecturers: Patricia Denison (Acting Chair, English), Steve Friedman, Amy Trompeter

Lecturer: Erik Flatmo

Associate: Becky Guy

Theatre Administrator: Katherine Kavanagh (Director of the Minor Latham Playhouse)

Technical Director: Harry Rosenblum

Production Manager: Jessica Brater

Other officer of the University offering courses listed below:

Assistant Professor: Martin Puchner (Director of Undergraduate Studies, Drama and Theatre Arts)

¹Absent on leave 2003-04.

The Barnard College Theatre major, a joint program with the Columbia College major in Drama and Theatre Arts, teaches students to create and interpret drama and theatre in the context of a liberal arts curriculum. Early in the major, students are given a foundation in theatre history and world theatre traditions as well as in performance and production. As students continue to move through the program, they acquire a comprehensive knowledge of dramatic literature, theatre history, and theories of the theatre, which they learn to integrate with their growing expertise in acting, directing, design, and playwriting. Committed to situating theatre within cultural and historical contexts, the program examines different traditions around the world and the ways in which they interact. Course offerings cover diverse traditions and forms of theatre, ranging from Shakespeare, Chinese opera, and commedia dell'arte to stage realism, expressionism, and the avant-garde, in lectures, seminars, acting labs, design studios, and performances at the Minor Latham Playhouse. The major culminates in an individually designed senior project, which approaches theatre performance by means of creative interpretation as well as literary, historical, and theoretical analysis. The senior project results in either a theatre production or a written thesis grounded in historical and scholarly research.

Plays participate in literary traditions, but they, along with other kinds of performances, are also part of social life. Theatre thus emerges as a site of cultural innovation, transmission, and contestation involving a variety of languages including verbal, scenic, musical, and physical. Fostering both creative and analytic thought, the theatre major is valuable not only to undergraduates who aim to pursue advanced degrees or careers in the field but also to those interested in the study of languages, literatures, and the arts. For this reason, students are encouraged to supplement their course work in drama and theatre with courses in other departments such as Anthropology, Architecture, Art History, Classics, Dance, Film, Literature, Music, and Philosophy.

REQUIREMENTS FOR THE MAJOR

Courses in theatre practice are offered at Barnard. Courses in dramatic literature are available at both Barnard and Columbia. Students intending to major in Theatre should consult with the department chair in their sophomore year or earlier to plan a program.

Twelve courses and one senior thesis (in Performance **or** in History, Drama, and Criticism) are required as follows:

I. Dramatic literature and theatre history (6 courses as set forth below):

- A. Two courses in Theatre History: THTR BC 3150 and 3151
- B. Drama, Theatre, and Theory: THTR BC 3166 or ENTA W 3702
- C. ENGL BC 3163 or 3164 or ENTH BC 3136. Another course in Shakespeare may be substituted with the adviser's permission.
- D. Two courses in dramatic literature selected from ENTA W 4723, ENTA W 4724, ENTH BC 3137, ENTH BC 3139, ENTH BC 3140, THTR BC 3143, THTR BC 3737, or THTR BC 3750. Other courses in dramatic literature may be selected from offerings in English or other world literature with the adviser's permission.

NOTE: One course from either (C) or (D) above must be a seminar.

II. Theatre Practice (6 courses, to be taken in the following sequence, when possible):

- A. One course in theatre design: THTR BC 3134, 3135, or 3136
- B. One course in acting from the umbrella course THTR BC 3004x, 3005y
- C. One course in world theatre: THTR BC 3000 (preferably taken in the junior year)
- D. One course in directing: THTR BC 3201
- E. Two courses that continue work in one of these areas: acting, design, directing, or playwriting. These choices should be made in consultation with the major adviser. Other courses may be substituted with the chair's permission.

III. One Senior Thesis: The senior Theatre major must complete THTR BC 3997 *Senior Thesis: Performance* **or** THTR BC 3998 *Senior Thesis: History, Drama, Criticism*.

COURSES OF INSTRUCTION

Please note that there is an 18-point limit on studio courses for non-majors. A major may take 24 studio points in Theatre and an additional six in another discipline for a total of 30 studio points. Theatre Department studio courses are THTR BC 2003, THTR BC 2004, THTR BC 2006, THTR BC 2120, THTR BC 3004–3006, THTR BC 3122.

THTR BC 2002y

New York Theatre

Students will attend performances of plays on and off Broadway and at experimental theatres and performance sites throughout the city. Written responses will be required, and reading assignments will include plays and dramatic criticism. —Instructor TBA

Limited enrollment. Lab fee \$130.

3 points.

THTR BC 2003y

Voice and Speech

Techniques of vocal production tailored to the individual problems and potential of the student. Exercises for use in warm-up, relaxation, breathing, and rehearsal; daily work with poetry and dramatic texts. —Instructor TBA

Enrollment limited to 14 students. Audition required.

2 points.

THTR BC 2004x

Movement for Actors

An exploration of the actor's physical performance. Classical and contemporary approaches to theatre movement. —Instructor TBA

Recommended for students intending to focus on acting or directing in the senior thesis. Enrollment limited to 14 students. Audition required.

2 points.

THTR BC 2005x
Theatre and Society

An introduction to the art of theatre. The collaborative nature of the theatre event and the process of theatrical creation; the contributions of playwright, actor, director, designer, and audience. The course has a team of instructors and includes lectures, performances, and occasional workshops. —Staff
Lab fee \$65.
3 points.

THTR BC 2006x
First-Year Scene Lab

Scenes from the classic and modern repertory, which are directed by advanced directing students, and performed and critiqued in a weekly workshop. Lab participants are expected to rehearse for two hours a week outside of class, and to participate in group discussions about the plays, playwrights, and performances. —D. Partridge
1 point.

THTR BC 2120x
Technical Production

A general introduction to all aspects of working backstage. The class will break into crews for the creation of lighting, scenery, props, sound, costumes, and rigging, as well as for the stage management and running of the department season. —H. Rosenblum
Includes crew assignment.
3 points.

THTR BC 3000x
World Theatre

A practical exploration in the history and practice of world theatre through lecture-demonstrations. Readings, scene work, and a final paper or project will be required. —A. Trompetter
Enrollment limited to 20 students. Permission of the instructor required.
3 points.

THTR BC 3004x, 3005y
Acting Lab

This is an umbrella course whose offerings will change each year. Some are narrow, some broad; all are designed with four objectives in common:

- a. To focus on a particular genre, playwright, or approach to live performance.
- b. To combine theory and practice. Each class will have an ongoing balance of academic and on-one's-feet work throughout the term. Homework assignments will include scene preparation, reading, research, and both individual and group projects.
- c. To explore the social and political context of the work at hand.
- d. To realize the integration required in all acting: ultimately, this is an acting course, and the end goal is what happens on stage.

The acting lab courses are intentionally non-sequential. Students come to the study of acting with widely varying talents and backgrounds. The mix of levels enriches the collaborative experience and offers greater flexibility for students.

No more than six courses can be taken from the Acting Lab/Advanced Acting Lab offerings during a student's Barnard career. Auditions are required for all Acting Labs and will take place the night before classes begin each semester. Please check with the Theatre Department office for specific offerings and audition sign-up. —Staff
Enrollment in each section limited to 14 students.

3 points. Courses will rotate regularly and may include the following:

Acting Solo Performance

Physical and vocal techniques for solo performance. Selection and performance of classic and modern texts, development of original material suitable to each student. —S. Friedman

Acting Puppets and Masks

Focuses on an approach to acting that emphasizes physical awareness and communication through posture, gesture, and movement. Masks and puppets will be used for character exploration, scenario development, and chorus work. Includes coordination of text and movement with exploration of 20th Century Expressionist and Surrealist texts. —A. Trompetter

Acting Chinese Opera

Training in the four performance skills of Chinese opera: song, speech, stylized movement/acting, and stage combat. Looks at Chinese opera in its historical context in order to understand the nature of the performance tradition. —Qian Yi

Acting Naturalism

An eclectic approach to naturalistic acting techniques; an examination of performance practice through scene study; emphasis will be placed on works by Williams, Miller, and others.

Acting the Avant-Garde

Intensive monologue and scene work, along with theoretical reading and discussion, exploring the particular performance skills needed for experimental drama, beginning with Jarry, and including Beckett, Artaud, Ionesco, Genet, Stein, and others.

Acting Brecht

Intensive scene work, along with theoretical reading, analysis, and discussion. In-depth work on three or more major plays, poetry, and selected short pieces. Practical applications of the “alienation effect” and other Brechtian ideas.

Acting Chekhov

Scene study, improvisation, and character and monologue work. An examination of the artistic and social context of Chekhov’s work, including the acting theories of Stanislavski and the politics of naturalism.

Acting Shakespeare

An exploration of character, language, and action through sonnets, monologues, and scenes. —S. Friedman

Acting Commedia dell’arte

A practical approach to the comedy of class conflict, both classic and modern, based primarily on the techniques and characters of commedia dell’arte.

THTR BC 3006x, y**Advanced Acting Lab**

Special problems of performance. In-class scene work, extensive outside research, rehearsals, and reading. —R. Guy

Audition required.

3 points.

THTR BC 3122x, y**Rehearsal and Performance**

Students take part in the full production of a play as actors, designers, or stage managers. Emphasizes the collaborative nature of production. Appropriate research and reading will be required in addition to artistic assignments. —D. Partridge, S. Friedman, A. Trompetter

A studio course, subject to the cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester. Will be graded. Students not wishing to take this course for credit may participate fully in departmental productions with the permission of the instructors. Permission of the chair required.

1–3 points.

THTR BC 3134y

Lighting Design

Focuses on both the technical and creative aspects of theatrical lighting design. Students will learn the role of lighting within the larger design and performance collaboration through individual and group projects, readings, hands-on workshops, and critique of actual designs. —H. Rosenblum

Enrollment limited to 14 students.

3 points.

THTR 3135y

Scene Design

An approach to designing for the theatre. Techniques of script analysis, sketching, painting, storyboards, mock-ups, and model-making. Research of genres including Western and Eastern traditions. —E. Flatmo

Enrollment limited to 14 students.

3 points.

THTR BC 3136y

Costume and Mask Workshop

Visual interpretation of script and character through costume and mask construction, drawing, painting, and sculpting. Comparative analysis of world theatre traditions. Final project is class performance. —A. Trompetter

Enrollment limited to 4 students.

3 points.

ENTA W 4723x

Modern Drama I

Account of modernism and modernity by examining reforms and experiments in modern drama as well as intersections and rivalries between the theatre and other arts. Central issues include realism, metatheatre, dream-play, symbolism, political theatre. Readings include Wagner, Ibsen, Chekhov, Strindberg, Maeterlinck, Mallarmé, Yeats, Symonds, Wilde, Shaw, Apollinaire, and Jarry. —M. Puchner

3 points.

ENTH BC 3136y

Shakespeare in Performance

The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. Explores Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison

Enrollment limited to 20 students.

4 points.

ENTH BC 3137y

Restoration and 18th-Century Drama

Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800.

Playwrights include William Wycherley, Aphra Behn, Mary Pix, Susannah Centlivre, George Etherege, William Congreve, John Gay, and Richard Sheridan. —P. Denison

Enrollment limited to 20 students.

4 points.

ENTH BC 3139

Modern American Drama and Performance

Modern American drama in the context of theatrical exploration and cultural contestation.

Playwrights include Glaspell, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, Hellman, Stein, Miller, and Funes. —P. Denison

Enrollment limited to 20 students. Lab fee \$60.

4 points. Not offered in 2003–04.

ENTH BC 3140y
Women in Theatre

An exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Crothers, Hellman, Finley, Hughes, and Smith. —P. Cobrin

4 points.

THTR BC 3143y
Drama and Film

A study of international classic films that preserve historic performances and exemplify important aspects of drama. Assigned reading of plays and criticism related directly and indirectly to these films; weekly writing assignments. —Instructor TBA

Enrollment limited to 20 students.

4 points.

THTR BC 3150x
Theatre History I

Study of western European theatre history from its origins to 1700. Approaches include closely reading drama and theory; staging dramatic readings; examining historical evidence; exploring the relationships between history and performance and among social orders, dramatic forms, performance styles, and theatre architectures; questioning constructions of character and gender; writing substantial essays. —Instructor TBA

3 points.

THTR BC 3151y
Theatre History II

Study of European and American theatre history from 1700 to the present. Approaches include those listed in BC 3150, as well as studying constructions of race in the theatre and examining the relationships among modern theatrical theory, playwriting, and performance. —Instructor TBA

3 points.

THTR BC 3166x
Drama, Theatre, and Theory

The theatre event, variously defined, seen through the theories and techniques of selected western artists and theorists, ancient and modern. Course assignments include readings of criticism, theory, and drama; video viewings; critical essay writing; and stagings of performance projects. —S. Garrett

Enrollment limited to 20 students.

4 points. Not offered in 2003–04.

ENTA W 3702y
Drama, Theatre, and Theory

Emphasizes both theory and close reading, investigating such topics as anti-theatrical prejudice, the theory and critique of acting, the hope for a political theatre, the question of mimesis, the relation between theatre and philosophy. Theoretical texts from Plato to Derrida; plays by Beckett, Brecht, Pirandello, Stein, Churchill, Handke, and others. —M. Puchner

Permission of the instructor required.

4 points.

THTR BC 3201y
Directing Lab

Approaches to staging a play, with an emphasis on physical, visual, and rhythmic techniques. Students will direct one short piece for public performance. —A. Trompeter

Limited to junior and senior Theatre majors. Enrollment limited to 18 students. Prerequisite: One design or technical course and permission of the instructor. A production crew is required for this course.

3 points.

THTR BC 3202x
Advanced Directing

Students will work on a variety of plays from the world theatre repertory and direct scenes using members of the first-year lab. Directorial analysis, preparation, working with actors, and production planning. —D. Partridge

Enrollment is limited to theatre majors and is preliminary to the Senior Thesis in Performance. Weekly scene showings. Prerequisite: THTR BC 3201 and permission of the instructor.

3 points.

THTR BC 3300x
Playwriting Lab

Student playwrights will create and develop original work both in and outside of class. Projects will culminate in performance; playwrights will be active participants in casting, design, and staging.

—S. Friedman

Instructor's permission and writing sample required.

3 points.

THTR BC 3301y
Play Development II

Required for a senior thesis in playwriting. There will be weekly meetings to present outside writing assignments geared to the students' original projects as decided in consultation with the instructor.

These projects may include dramatic adaptations of existing material as well as original plays.

—S. Friedman

Senior standing required; for theatre majors only. Limited to 15 students.

3 points. Not offered in 2003–04.

THTR BC 3500x, y
Special Studies in Theatre

Special problems in theatre for writers, directors, and designers. —Staff

4 points. Not offered in 2003–04.

THTR BC 3510x
Problems in Design

Students will work on design problems in collaboration with specific faculty and student directed production that semester. Emphasis may be on set, costume, lighting and/or sound. Script analysis, visual presentation, participation in rehearsal process, production planning meetings, and design realization are a part of this course. —E. Flatmo, H. Rosenblum

Prerequisites: THTR BC 3124 or 3135 and permission of the instructor.

4 points.

THTR BC 3737y
Modernism and Theatre

Interdisciplinary study of major European and American theatrical trends since the mid-19th century through readings of drama, theory, and criticism; music listening; video viewings; study of visual art; and excursions to New York performances and museums. —S. Garrett

4 points. Not offered in 2003–04.

THTR BC 3750y
The History Play

Theatrical performance is fundamentally historical in form: simultaneously enacted and written, diachronic and synchronic, collective and individual. As it shapes historical material into dramatic form, the theatre also stages its own history. Investigates the many questions surrounding these processes. —S. Garrett

Permission of the instructor required.

4 points. Not offered in 2003–04.

THTR BC 3997x, y**Senior Thesis: Performance**

The student will direct, design, or write a short play that will be produced (according to departmental guidelines) in a Senior Festival. Collaboration is expected and students will meet weekly with faculty and other seniors. A written proposal should be submitted in the Autumn term, and a final paper is required. Students wishing to do a thesis in acting will work as a group with a faculty or guest director on suitable dramatic material for performance. —D. Partridge, S. Friedman, A. Trompetter

Prerequisite: Appropriate coursework and substantial production experience, including a major crew assignment in the junior year. Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances.

4 points.

THTR BC 3998x, y**Senior Thesis: History, Drama, and Criticism**

The student will write a paper of substance according to departmental guidelines. Students will be expected to take part in group discussions with faculty and other students writing a senior thesis.

—Staff

Prerequisite: Appropriate coursework and production experience. Enrollment limited to senior Theatre majors.

4 points.

THTR BC 3999**Independent Study**

—K. Kavanagh

1–3 points.

URBAN STUDIES

409 Milbank Hall

854-4876

www.barnard.edu/urban

This program is supervised by the Committee on Urban Studies:

Professor of Anthropology: Nan Rothschild (Chair)

Assistant Professor of History and Urban Studies: Owen Gutfreund¹ (Director)

Professor of Art History and Archaeology: Hilary Ballon

Associate Professor of Practice in Architecture: Karen Fairbanks

Professor of Education: Susan Sacks

Professor of History: Kenneth T. Jackson

Professors of Political Science: Ester Fuchs¹, Demetrios Caraley (Janet H. Robb Professor)

Assistant Professor of Political Science and Urban Studies: Kimberley Johnson

Professor of Urban Planning and Public Policy: Elliot Sclar

Assistant Professor of Sociology: Sudhir Venkatesh

Associate Dean of Columbia College: Kathryn Yatrakis

¹Absent on leave 2003–04.

The Urban Studies Program offers students the opportunity to learn about the complex institutions, problems, and achievements of city life. By integrating study from numerous academic departments in an interdisciplinary approach, enhanced by a year-long colloquium taken by all majors during the junior year, students develop a rich and nuanced understanding of modern cities.

REQUIREMENTS FOR THE MAJOR

A major in Urban Studies can be taken only in conjunction with a specialization in one of the regular departments.

In order to major in Urban Studies, a student must fulfill the following requirements:

- A. **One course** dealing primarily with urban subject matter **from each of three of the following departments:** Anthropology, Economics, History, Political Science, Sociology. A list of appropriate courses is available in the Program Office.

Note: If you are specializing in one of the departments listed above, you can double-count one “A” requirement course for your specialization requirement (D. below).

- B. **One course** dealing primarily with urban subject matter from one department other than those listed above (such as Art History, Education, English, Environmental Science, Psychology, or Urban Planning).

Note: If you are specializing in one of the departments listed above, you can double-count one “B” requirement course for your specialization requirement (D. below).

- C. **One course in Methods of Analysis** (such as POLS W 4910, URBS BC 3200, or SOCI V 1205). A list of eligible courses can be obtained from the Program Office or from the Program’s web site.

- D. **Five or more courses in a specialization** in one of the participating departments, as specified in the Urban Studies handout, available from Program Office, and on the Program’s web site.

- E. In the junior year, **the two junior colloquia** in Urban Studies:
 URBS V 3545x *Shaping of the Modern City*
 URBS V 3546y *Contemporary Urban Problems*
- F. In the senior year, **a senior thesis written in conjunction with a two-semester research seminar**, chosen from the following three options:
1. Senior Research Seminar in the department of specialization
 2. NY Area Undergraduate Research Program (V 3994x–3995y)
 3. Senior Seminar in Urban Studies: The Built Environment (V 3992x–3993y)

The list of specific courses that satisfy these requirements and of the departments that offer specializations for Urban Studies majors, is available in the Program Office (409 Milbank) and on the Program's web site. Appropriate courses can be substituted with the approval of the chair or the director.

There is no minor in Urban Studies.

COURSES OF INSTRUCTION

Lecture

URBS V 3525y

20th-Century Urbanization in Comparative Perspective

An examination of metropolitan growth and development in large cities around the world, placing particular emphasis on cities that have grown rapidly in the 20th century. Examples from South America, Australia, and Asia will be considered, as well as North American cities. —O. Gutfreund
 3 points. *Not offered in 2003–04.*

Colloquia and Seminars

URBS V 3545x–3546y

Junior Colloquia in Urban Studies

Autumn Term: *Shaping of the Modern City.* An introduction to the historical process and social consequences of urban growth. Topics include immigration, economic development, segregation, suburbanization, and urban revitalization. —O. Gutfreund

Admission by application only. Enrollment limited to 18 students per section.
 4 points.

Spring Term: *Contemporary Urban Problems.* Problems that currently afflict urban areas and assessment of attempted solutions. Problems of urban development, housing, education, poverty, transportation, and health. —K. Johnson

Admission by application only. Enrollment limited to 18 students per section.
 4 points.

URBS V 3550y

Community Building and Economic Development

Community building has emerged as an important approach to creating an economic base, reducing poverty, and improving the quality of life in urban neighborhoods. The impact of community building on the economic, social, and political development of urban neighborhoods. —L. Abzug

Admission by application only. Enrollment limited to 16 students.
 4 points.

URBS V 3560y

The Urban Planning Process: Land-Use Planning in the U.S.

Readings and discussion focusing on the basic processes of urban planning, from the creation of master plans to narrower planning topics including zoning boards, planning to alleviate housing shortages, use of property tax incentives, recent smart growth initiatives, and historic preservation rules. —P. Abeles

Prerequisites: Sophomore standing and departmental approval. Limited to 16 students.

4 points.

URBS V 3910y

The Post-War American City

An interdisciplinary study of American cities, focusing on the physical, political, social, and economic changes of the last 50 years, including an examination of new metropolitan settlement patterns and their ramifications. A wide range of examples will be considered, including sunbelt cities, edge cities, the rustbelt, and suburban communities. —O. Gutfreund, K. Yatrakis

Prerequisite: One introductory course in either American History or Politics or Urban History or Politics and permission of the instructor.

4 points. Not offered in 2003–04.

URBS V 3992x–3993y

Senior Seminar in Urban Studies: The Built Environment

Emphasizes the study of the built environment of cities and suburbs, and the related debates. Seminar readings, class presentations, and written reports culminate in major individual projects that combine written work and design work. Readings will include architecture, urban design, urban planning, and urban history. —Instructor TBA

Prerequisite: Senior standing. Admission by application only. Participation is for two terms.

4 points (per term).

URBS V 3994x–3995y

New York Area Undergraduate Research Program

An ongoing program that develops an original social research project from start to completion. Using New York City as a research laboratory and working under the guidance of the faculty coordinator, students learn many of the basic research tools used by social scientists. —T. Kamber

Prerequisite: Senior standing. Admission by application only. Participation is for two terms.

4 points (per term).

Course in Quantitative Methods

URBS BC 3200x

Program Evaluation: Methods and Case Studies

An introduction to the approaches and methodology of program evaluation. Issues addressed: planning, program monitoring, process and outcome assessment, and benefit/cost critiques. Case studies will provide real-world examples of program evaluation techniques. Includes instruction on statistical techniques and computer software. Guest speakers will discuss urban programs in New York City in which they are involved. —W. McAllister

Satisfies Quantitative Reasoning requirement. Recommended prerequisite: POLS BC 1001 or POLS V 3313.

3 points.

WOMEN'S STUDIES

201 Barnard Hall

854-2108

www.barnard.edu/wmstud

Professors: Natalie B. Kampen (Chair), Alison Wylie, Dorothy Ko (History), Chikwenye Ogunyemi (Visiting), Paula Ettelbrick (Visiting), Janet Jakobsen (Adjunct)

Associate Professors: Ann Cvetkovich (Visiting), Irena Klepfisz (Adjunct), Laura Kay (Physics)

Assistant Professors: Elizabeth Bernstein (Sociology), Elizabeth Castelli (Religion), Anupama Rao (History), Lisa Tiersten (History), Rebecca Young (Visiting)

Senior Lecturers: James Crapotta (Spanish), Timea Szell (English)

Senior Associate: Quandra Prettyman (English)

Associates: Allison Kimmich, Patricia Romeu, Maxine Weisgrau

Women's Studies is an interdisciplinary department for students who wish to explore the basic questions raised by recent scholarship on gender and its relation to other systems of cultural/political difference: race, class, ethnicity, and sexual orientation. This scholarship covers a complex variety of theoretical and empirical studies both within traditional disciplines and in interdisciplinary frames. Such areas include gender theory (in the humanities, in the social sciences, and in the natural sciences, as well as frequent combinations of the three); empirical studies in areas as diverse as primatology, classical philology, and international relations; and empirical work in interdisciplinary areas such as East Asian culture, post-colonial studies, film studies, and gay and lesbian studies.

Early in their sophomore year, students interested in the major should consult the department to plan their major. Students also have the option of electing a joint or double major and have access to Columbia graduate courses, since some cover special areas not otherwise available at Barnard. A minor in Women's Studies is also offered.

Complementing the Women's Studies Department, the Barnard Center for Research on Women maintains an extensive and expanding resource collection on women's issues. The center also sponsors a variety of lectures and discussions that are invaluable to students interested in Women's Studies.

REQUIREMENTS FOR THE MAJOR

Majors in the department are trained in interdisciplinary research skills and will focus their studies around a thematic or discipline-based concentration. The requirements for the major are the following 13 courses:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. and 4. Two semesters of a junior-level course to be chosen from among:
 - WMST V 3311 *Colloquium in Feminist Theory*
 - WMST V 3312 *Theorizing Women's Activism*
 - WMST V 3313 *Colloquium on Feminist Inquiry*
5. and 6. Two semesters of *Senior Thesis Seminar*, WMST V 3521–3522
7. One course in Women's History (from a list specified by the department)
8. One course with a focus on comparative studies of women and gender (from a list specified by the department)

- 9.–13. Five other courses devoting at least half of their content to issues of gender. At least three of these courses will have either a disciplinary focus or a thematic focus. Selection of these courses will be with the guidance and approval of student's adviser in the department.

Three thematic clusters are currently offered in the department: Gender and Representation; Gender, Science, and Health; Gender and Sexualities Studies. Students can develop other thematic concentrations with the department's approval.

The thesis, Women's Studies V 3521–3522, provides an opportunity for senior majors to engage in original interdisciplinary research and to bring to bear the theoretical emphasis of feminist scholarship on a particular area of investigation. Further, in the senior seminar, majors have the opportunity to discuss methodological issues and problems of research in a directed and supportive environment.

Special projects using the city's resources may be developed into term papers or incorporated into the senior essay. An extensive project under the sponsorship of a faculty member may be offered for course credits as Women's Studies BC 3599 *Independent Research*.

REQUIREMENTS FOR THE COMBINED MAJOR

The requirements for the combined major are as follows:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. and 4. Two semesters of a junior-level course to be chosen from among:
 - WMST V 3311 *Colloquium in Feminist Theory*
 - WMST V 3312 *Theorizing Women's Activism*
 - WMST V 3313 *Colloquium on Feminist Inquiry*
- 5.–7. Three other courses devoting at least half of their content to issues of gender, one of which should be in a distribution field other than that of the combining major.

Two semesters of Senior Thesis Seminar to be taken either through Women's Studies or the other department or program. The senior essay shall integrate the two fields of inquiry.

The requisite number of courses in the combining field, to be determined by the chair of the department or program.

REQUIREMENTS FOR THE MINOR

A minor in Women's Studies consists of the following five courses:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. One of the three junior-level courses to be chosen from:
 - WMST V 3311 *Colloquium in Feminist Theory*
 - WMST V 3312 *Theorizing Women's Activism*
 - WMST V 3313 *Colloquium on Feminist Inquiry*
4. and 5. Two other women's studies courses.

COURSES OF INSTRUCTION

WMST V 1001x

Introduction to Women's and Gender Studies

Starting with the lives and experiences of women in the West, historical, comparative, and global perspectives are incorporated to introduce the commonalities and differences that mark women's lives. Also, investigates how gender intersects with such categories as race, ethnicity, class, sexuality, age, and religion. —E. Castelli, L. Abu-Lughod

3 points.

WMST V 1003x

Introduction to Women's Health

An introduction to women's health across the life span; emphasizes the scientific basis of present knowledge. Combines study of biological with social and cultural influences on women's health, through team-teaching and interdisciplinary approaches. —R. Young

3 points.

WMST V 3111x, y

Feminist Texts I: Wollstonecraft to Beauvoir

The important contributions to feminist thought in the West, evaluated through critical discussion. Analysis of works by Mary Wollstonecraft, Anna Cooper, Radclyffe Hall, Emma Goldman, C.P. Gilman, Virginia Woolf, Nella Larsen, and others in a study of the roots of the contemporary feminist movement. —x: A. Cvetkovich; y: A. Kimmich

Permission of the instructor required. Enrollment limited to 20 students.

4 points.

WMST V 3112x, y

Feminist Texts II: Beauvoir to the Present

Contemporary issues in feminist thought. A review of the theoretical debates on sex roles, feminism and socialism, psychoanalysis, language, and cultural representations. —x: M. Weisgrau; y: Instructor TBA

Permission of the instructor required. Enrollment limited to 20 students.

4 points.

WMST BC 3113y

Contemporary Issues of Feminism

Open enrollment courses exploring contemporary feminist issues; no prior experience in Women's or Gender Studies assumed. Each course is focused on a topic (violence against women; reproductive rights; gender in the media) and approaches it from a variety of feminist perspectives in historical context.

3 points. *Not offered in 2003–04.*

WMST BC 3117y

Women and Film

A critical interpretation of film from a feminist perspective and exploration of the relationship of gender to the language of film. —P. Romeu

3 points.

WMST BC 3120x

Litany for Survival: Lesbian Texts

Explores the salience of writing for the historical representation and self-definition of lesbians in a (mostly) Western context. Includes literary questions about language and form in texts as well as historical questions about the contextual construction of lesbian lives and voices in 20th-century America. —A. Cvetkovich

4 points.

WMST BC 3121x

Black Women in America

An examination of the experiences of African-American women from slavery through the present. Emphasis will be on the history and historiography of these experiences, as well as on critical issues facing African-American women today. —Instructor TBA

4 points.

WMST V 3122x

The Jewish Woman: Historical and Cultural Perspectives

Explores the international character of the Jewish people through the experiences of Jewish women in various historical periods and contexts. Identifies issues, past and present, of concern to Jewish women, articulated by contemporary Jewish feminists: perspectives of secularists, observant traditional women, heterosexuals, lesbians, feminists, and activists committed to diverse political ideologies. —I. Klepfisz

3 points.

Art History—Women's Studies AHWS BC 3123y

Women and Art

A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —Instructor TBA

3 points.

WMST BC 3130y

Discourses of Desire: Introduction to Gay and Lesbian Studies

An investigation of who or what constitutes the subject(s) of gay and lesbian studies. Themes include the historical, methodological, and epistemological crisis points of essentialism/constructionism; thinking sexuality cross-culturally; gender versus sexuality; the binaries of hetero/homo and male/female; community, identity, differences; personal life and the politics of liberation; the place of feminism in les/bi/gay studies. —J. Jakobsen

3 points.

WMST BC 3131y

Women and Science

History and politics of women's involvement with science. Women's contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science education. Feminist critiques of biological research and of the institution of science. —L. Kay

4 points.

WMST BC 3132y

Gendered Controversies: Women's Bodies and Global Conflicts

Investigates the significance of contemporary and historical issues of social, political, and cultural conflicts centered on women's bodies. How do such conflicts constitute women, and what do they tell us about societies, cultures, and politics? —D. Ko

4 points.

WMST BC 3134y

Unheard Voices: African Women's Literature

Themes include the politics of the canon in Africa, the problems of language, post-colonial counter-discourse, the African-American continuum, and Third World and Western feminism. Authors include Flora Nwapa, Buchi Emecheta, Nawal El Saadawi, Miriam Tlali, Bessie Head, Alifa Rifaat, Molara Ogundipe-Leslie, Ama Ata Aidoo, Efua Sutherland, and Tess Onwueme. —C. Ogunyemi

4 points.

WMST BC 3902y**Gender, Education, and Development**

Examines the links between gender and education planning and policy, with a focus on educational policy initiatives for girls' education implemented by international organizations and local governments in developing countries. —M. Weisgrau

Prerequisite: Permission of instructor.

4 points.

WMST BC 3136x**Asian American Women**

Explores selected texts written by Asian American women from diverse backgrounds, focusing on issues such as identity, gender, generation, race, class, religion, and language.—Instructor TBA

4 points.

English–Women's Studies ENWS BC 3144y**Minority Women Writers in the United States**

Literature of 20th-century minority women writers in the United States, with particular emphasis on works by Asian, Black, Hispanic, and Native American women, the historical and cultural as well as the literary framework. —Q. Prettyman

3 points.

Spanish–Women's Studies SPWS 3204x**Latina Literature**

A study of fiction, poetry, and prose (essayistic and autobiographical) written by Latinas in the United States—Chicana, Puerto Rican, Cuban, and Dominican. Topics include bilingualism and biculturalism; migration and crossing; community, culture, and nation; identity; the female tradition; childhood recollections; motherhood as practice and discourse; and the diverse locations of women.

3 points. Not offered in 2003–04.

Spanish–Women's Studies SPWS BC 3205y**Hispanic Gay and Lesbian Representations in the Literature of the Americas**

Lesbian and gay images and issues in literary and theoretical writings of Latin American authors and of Latino authors in the United States. Hispanic and North American constructions of homosexual-heterosexual and male-female forms of erotic desire; the relationship of politics, sexuality, and race. Authors include Puig, Arenas, Allende, Peri Rossi, Anzaldúa, and Moraga. Readings and discussions in English. —J. Crapotta

3 points. Not offered in 2003–04.

WMST V 3311x**Colloquium in Feminist Theory**

An exploration of the relationship between new feminist theory and feminist practice both within the academy and in the realm of political organizing. —J. Jakobsen, A. Wylie

Prerequisite: Feminist Texts I or II and permission of the instructor.

4 points.

WMST V 3312y**Theorizing Women's Activism**

Helps students develop and apply useful theoretical models to feminist organizing on local and international levels. It involves reading, presentations, and seminar reports, as well as talks by guest lecturers. Students use first-hand knowledge of the practices of specific women's activist organizations as the basis for theoretical work. —A. Wylie

Prerequisite: Feminist Texts I or II and permission of the instructor.

4 points.

WMST V 3813y

Colloquium on Feminist Inquiry

A survey of research methods from the social sciences and interpretive models from the humanities, inviting students to examine the tension between the production and interpretation of data. Students will receive first-hand experience practicing various research methods and interpretive strategies, while simultaneously considering larger questions of epistemology about how we know what we know. —Instructor TBA

Prerequisite: Feminist Texts I or II and permission of the instructor.

4 points.

WMST V 3521x, 3522y

Senior Seminar

Individual research in Women's Studies conducted in consultation with the instructor. The result of each research project is submitted in the form of the senior essay and presented to the seminar.

—x: A. Wylie; y: T. Szell

Prerequisites: Permission of the instructor required. Enrollment limited to senior majors.

4 points.

WMST BC 3599x, y

Independent Research

3 or 4 points. *Hours and Instructor TBA*

WMST W 3915y

Gender and Power in Global Perspective

Gender systems and their historical transformation in Africa, South Asia, East Asia, and the Middle East. Topics include colonialism, global economy, development, population and poverty, sexuality and sex work, comparative revolutions, and ethics of feminist politics. —L. Abu-Lughod

4 points. *Not offered in 2003–04.*

WMST W 4300x, y

Advanced Topics in Women's and Gender Studies

These seminars are directed toward students with previous work in feminist scholarship but are open to students from any major. Topics will vary with the instructor and students should check with the department each term.

Permission of the instructor required.

4 points.

1. The Search for Self—20th-Century U.S. Jewish Women Writers, Part I: 1900–1939

Covers significant pre-Holocaust texts (including Yiddish fiction in translation) by U.S. Ashkenazi women and analyzes the tensions between upholding Jewish identity and the necessity and/or inevitability of integration and assimilation. It also examines women's quests to realize their full potential in Jewish and non-Jewish communities on both sides of the Atlantic. —x: I. Klepfisz

2. The Search for Self—20th-Century U.S. Jewish Women Writers, Part II: 1939 to the Present

Examines the memoirs and fiction by American Jewish Women writers from 1939 to the present, with a focus on the relationships between Jewish identity, post-Holocaust consciousness, gender, and class. Writers to be studied include Lucy Dawidowicz, Jo Sinclair, Tillie Olsen, Eva Hoffman, Grace Paley, Helen Epstein, Pearl Abraham, Judith Katz, and Elana Dykewomon. —x: I. Klepfisz
Not offered in 2003–04.

3. Feminism and Science Studies

Investigates socially and historically informed critiques of theoretical methods and practices of the sciences. It asks if/how feminist theoretical and political concerns make a critical contribution to science studies.

Not offered in 2003–04.

4. Sexuality and the Law

Explores how sexuality is defined and contested in various domains of law (Constitutional, Federal, State), how scientific theories intersect with legal discourse, and takes up considerations of these issues in family law, the military, questions of speech, citizenship rights, and at the workplace.

—x: P. Ettelbrick

Not offered in 2003–04.

5. Gender and War

Theories of war: its cultural meanings, social history, motivations and effects, legal and ethical evaluation, political protest and resistance. —y: B. Engel

Not offered in 2003–04.

6. Sexuality and Science

Examines scientific research on human sexuality, from early sexology through contemporary studies of biology and sexual orientation, surveys of sexual behavior, and the development and testing of Viagra. How does such research incorporate, reflect, and reshape cultural ideas about sexuality? How is it useful, and for whom? —y: R. Young

Women's Studies Courses in Other Departments and Programs

There are many courses dealing with issues of gender offered in other departments. Please consult our web page www.barnard.edu/wmstud for an up-to-date list.

First-Year Seminar

First-year students interested in Women's Studies may wish to select their First-Year Seminar from the Women in Literature and Culture cluster. See page 205.

Courses Offered at Reid Hall in Paris

Periodically, Women's Studies courses are offered at Reid Hall in Paris. Interested students should consult the current *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or www.ce.columbia.edu/paris.

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- Christian M. Rojas, 1997, Assistant Professor of Chemistry
B.A., U. of Virginia; Ph.D., Indiana
- Luci Rosalia, 2000, Associate in Physical Education
B.A., U. of Stony Brook, M.S., Smith College
- Rosalind Rosenberg, 1984, Ann Whitney Olin Professor of History
B.A., Ph.D., Stanford
- Nan Rothschild, 1981, Ann Whitney Olin Professor of Anthropology
B.A., Vassar; M.A., Columbia; Ph.D., NYU
- Thaddeus N. Russell, 2001, Term Assistant Professor of History
B.A., Antioch, M.A., M. Phil., Ph.D., Columbia
- Susan Riemer Sacks, 1971, Professor of Education
A.B., Northwestern; M.A., Western Reserve; Ph.D., Columbia
- Flora Schiminovich, 1977, Senior Lecturer in Spanish
B.A., City College of New York; M.A., Hunter College; M.A., Ph.D., CUNY

- Aaron Schneider, 1985, Lecturer in English and Associate Dean of Studies
B.A., Brandeis; M.A., M. Phil., Ph.D., Columbia
- Michael K. Schuessler, 2000, Assistant Professor of Spanish and Latin American Cultures
B.A., Indiana; M.A., Ph.D., UCLA
- Alan F. Segal, 1980, Professor of Religion and Ingeborg Rennert Professor in Judaic Studies
B.A., Amherst; M.A., Brandeis; B.A.H.L., HUC-JIR; M.A., M.Phil., Ph.D., Yale
- Ann Senghas, 1999, Assistant Professor of Psychology
B.A., Smith College; Ph.D., Massachusetts Institute of Technology
- Rajiv Sethi, 1995, Associate Professor of Economics
B.S., U. of Southampton; Ph.D., New School for Social Research
- Lesley A. Sharp, 1994, Associate Professor of Anthropology
B.A., Brandeis; M.A., Ph.D., U. of California, Berkeley
- William Sharpe, 1984, Professor of English
B.A., Columbia; M.A., Oxford; Ph.D., Columbia
- Kristen A. Shepard, Jan. 2003, Assistant Professor of Biological Sciences
B.A., U. of Pennsylvania; Ph.D., U. of California, Berkeley
- Ann E. Shinnar, 1995, Assistant Professor of Chemistry
B.A., Goucher College; M.A., Ph.D., Princeton
- Rae Silver, 1976, Helene L. and Mark N. Kaplan Professor of the Physical and Natural Sciences
B.A., McGill; M.A., CUNY; Ph.D., Rutgers U.
- Herbert Sloan, 1987, Ann Whitney Olin Professor of History
B.A., Stanford; J.D., U. of Michigan; M.Phil., Ph.D., Columbia
- Gregory Smith, 2001, Assistant Professor of Mathematics
B.Sc. (Hons.), Queen's U., Canada; M.A., Brandeis, Ph.D., U. of California, Berkeley
- Robert C. Smith, 1995, Assistant Professor of Sociology
B.A., U. of Delaware; M.A., M.Phil., Ph.D., Columbia
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B.A., Pratt Institute; M.F.A., Hunter College
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B.S., Juilliard; M.A., Ed.D., Columbia
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B.A., U. of Pennsylvania; M.A., Ph.D., Columbia
- Maura Spiegel, 2001, Term Associate Professor of English
B.A., Bennington College; M.A., M.Phil., Ph.D., Columbia
- Sandra Stingle, 1967, Adjunct Assistant Professor of Psychology
A.B., Barnard; Ph.D., Columbia
- Steven John Stroessner, 1992, Associate Professor of Psychology
B.A., Hope College; Ph.D., U. of California, Santa Barbara
- Martin Stute, 1993–94; 1995, Associate Professor of Environmental Science
B.S., M.A., Ph.D., U. of Heidelberg
- Timea Szell, 1979, Senior Lecturer in English
A.B., Barnard; M.A., Columbia; Ph.D., SUNY, Stony Brook
- Lisa S. Tiersten, 1993, Associate Professor of History
B.A., U. of Massachusetts; M.A., M.Phil., Ph.D., Yale

Amy Trompetter, 1996, Senior Lecturer in Theatre

B.A., U. of California, Berkeley; M.S., Bank Street College

Mary Ellen Tucker, 1970, Director of Academic Technologies

A.B., Barnard; M.L.S., Columbia

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B.A., Harvard; Ph.D., Brandeis

Margaret Vandenburg, 1998, Senior Lecturer in English

B.A., U. of Idaho; M.A., M.Phil., Ph.D., Columbia

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B.A., Brown; M.A., Yale; Ph.D., Stanford

Elizabeth Weinstock, 2002, Assistant Professor of English

B.A., Brown; M.A., M.Phil., Ph.D., Columbia

Marcia L. Welles, 1970, Professor of Spanish

A.B., Barnard; M.A., Middlebury; Ph.D., Columbia

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B.A., U. of South-Florida; Ph.D., U. of Texas at Austin

Paige West, 2001, Assistant Professor of Anthropology

B.A. Wofford College; M.A., The U. of Georgia; M.Phil., Ph.D., Rutgers U.

Barbara A. Woike, 1995, Associate Professor of Psychology

B.A., Cleveland State; M.A., Ph.D., Michigan State

Nancy Worman, 1996, Assistant Professor of Classics

A.B., Barnard; M.A., Ph.D., Princeton

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B.B., Mount Allison U.; M.A., Ph.D., SUNY, Binghamton

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Giselle Harrington, M.Ed., Director of Well Woman Health Promotion Program
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Theresa O'Rourke, B.S.N., Head Nurse

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Human Resources

Susan Krause Liebman, M.M., Director
Lori McFarland, M.A., Associate Director
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Carol Falcione, M.A., M.S., M.B.A., Dean, Information Services

Wollman Library

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Lois Coleman, P.G.C.E., M.L.S., Reference Librarian
Karen Dobrusky, M.S., M.P.H., Reference Librarian
Jenna Freedman, M.A., Coordinator of Reference Services
Michael Elmore, M.L.S., M.P.H., Technical Services Librarian
Donald Glassman, M.A., M.L.S., Archivist
Tatiana Keis, M.S., C.A.L., Access Services Librarian

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Andrew Blaner, M.A., Associate Director, Technical Support Services

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THE ALUMNAE ASSOCIATION OF BARNARD COLLEGE

Barnard graduates number more than 30,000 and have distinguished themselves in almost every field. The most recent edition of *Baccalaureate Origins of Doctoral Recipients* for the period 1920–95 ranks Barnard third among 1,036 private four-year undergraduate colleges in the number of graduates who received Ph.D.s in all fields; second in the number of graduates who received Ph.D.s in psychology; and sixth in the number of graduates who received Ph.D.s in the sciences.

Alumnae serve Barnard in three important ways: recruiting students for Barnard, interpreting and promoting Barnard in their communities, and supporting the College financially. Alumnae also support the College by volunteering for leadership positions, participating in alumnae events and programs, and hiring Barnard students, interns, and graduates. A network of many clubs and regional representatives links alumnae in the United States and abroad, providing a source for potential friendships as well as business and professional contacts for alumnae when traveling or relocating.

The Alumnae Association of Barnard College (AABC) is headed by a twenty-member Board of Directors that develops programs designed to connect alumnae to each other, to the College, through class and regional groups in the United States and abroad, as well as through career, young alumnae, and other affinity networks. All graduates and former students who have completed at least one year of undergraduate study at Barnard and have left in good academic standing are members. There are no alumnae dues.

Barnard alumnae receive *Barnard* magazine and invitations to alumnae events and other academic and career programs. Alumnae can audit courses and use campus facilities such as the Barnard and Columbia libraries and the Office of Career Development.

The central office of the AABC is in the Vagelos Alumnae Center in the historic Deanery.

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- Edna Heller Sachs '10 Fund (1955)
- May Herrmann Salinger '10 and Edgar Salinger Fund (1971)
In memory of Isaac and Eugenie Herrmann.
- Lee Borden Samelson Fund (1997)
- Shirley Aronow Samis '43 Fund (1994)
- Eleanor Butler Sanders Fund (1922)
- Anna M. Sandham Fund (1922)
- Terry Rose Saunders '64 Fund (1992)
- Jesse Scheman Fund (1999)
- Katherine D. Schlager '43 Fund (1975)
- Schmitt-Kanefent Fund (1931)
- Scholarship Fund (1901)
- Katherine Flint Shadek '45 Fund (1961)
- Dorothy Nolan Sherman '35 Fund (1983)
- Marion Berenson Shinn '45 and Richard R. Shinn Fund (1992)
- Anne Victoria and Elizabeth Jane Shutkin Fund (1983)
- Doris Silbert '23 Fund (1987)
- Lisa Simmons '86 and Josh Weinstein Fund (1998)
- Max Sloman and Jane Stanley '41 Fund (1971)
- Emily James Smith Fund (1899)
- Frances M. Smith '32 Fund (1974)
- Fred Curtis Smith Memorial Fund (1955)
- George W. Smith Fund (1906)
- Sylvia W. Stark '26 Fund (1981)
- C. V. Starr Fund (1983)
- Claire Wander Stein '36 Financial Aid Fund (1981)
- Elizabeth Stemple '25 Memorial Fund (2003)
- Edna Phillips Stern '09 Fund (1952)
- Martha Kostyra Stewart '63 Fund (2001)
- Eleanor Holden Stoddard '06 Fund (1977)
- Isabel Greenbaum Stone '18 Fund (1957)
- Alice Warne Stout '38 Fund (1995)
In memory of Pearl Waite Warne.
- Alan L. and Jacqueline B. Stuart '63 Fund (1997)
- Fannie Manwaring Sturtevant and Daniel Dwight Sturtevant Fund (1969)
- Solon E. Summerfield Foundation Fund (1960)
- Thompson Fund (1993)
- Miriam Tobias '35 Fund (1980)
- Mildred Gluck Tomback '27 Fund (1995)
- Veltin School Fund (1905)
- Florence Meyer Waldo Fund (1980)

Alma F. Wallach '01 Fund (1951)

Dorothy Calman Wallerstein '09 Fund (1976)

Joyce Marcus Warshavsky '44 Fund (2001)

Ella Weed Fund (1895)

Hymen and Helen Werner Fund (1964)

Fern Yates Memorial Fund (1980)

Scholarships with Preferences

Patricia Leigh (Pat) Abbott Fund (1981)

For a student or students who have overcome serious physical difficulties.

Mary Ann Adams and Lily Frances Adams Fund (1991)

Preferably for a student majoring in history or another social science.

Carolyn E. Agger '31 Endowment for Women Interested in Law (1998)

For students who are pre-law majors or who have declared an interest in studying law.

Mary Gertrude Edson Aldrich Fund (1916)

To a senior who has shown high moral qualities.

Marion Patterson Ames '37 Residential Fund (2001)

To provide financial aid to defray room and board expenses for a student who resides in an area designated by the College as within commuting distance, but who would most benefit from being a resident student at Barnard College.

Mary Anderson Archer and Joseph Allen Wheat Fund (1997)

Preferably for students who are studying mathematics or science.

Norma Ketay Asnes '57 Fund (1993)

Preferably for African-American students.

Axe-Houghton Fund (1977)

For juniors or seniors with average of at least 3.0.

Helene Gottesman Axelrod '42 Fund (1997)

Preferably for students who are graduates of secondary schools in New York State.

Bertha R. Badanes '14 Fund (1966)

For children of New York City schoolteachers, preferably from Brooklyn.

Barnard College Club of Brooklyn Fund (1944)

For a student from Brooklyn.

Barnard College Club of Greater

San Francisco Fund (1986)

For a student preferably from the San Francisco Bay area.

Barnard College Club of Houston Fund (1969)

For students from the Houston area.

Barnard College Club of New York Fund (1952)

For a student from outside New York City.

Barnard College Clubs of Southern California Fund (1999)

For students from Southern California, defined as Santa Barbara south to the border.

Barnard-in-Westchester Fund (1962)

Preferably for students from Westchester County.

Barnard School Alumnae Fund (1916)

Preferably for nominees of the school.

Willina Barrick Class of 1900

Memorial Fund (1936)

By the College Club of Jersey City for a graduate of a Jersey City secondary school.

Anne Glynn Basker Fund (1996)

Preferably for students from Oregon.

The Annette Kar Baxter '47

Memorial Fund (1984)

In memory of Annette Kar Baxter, '47, by her colleagues, students, classmates, and other friends. For students who have distinguished themselves in the study of some aspect of women's experience.

Betty Levy Berger '43 Fund (1995)

For students majoring in the sciences, preferably chemistry.

Irving Berlin Fund (1950)

For one or more Barnard students of foreign-born parentage.

422 Scholarship Funds

Helen M. Berman '64 Fund (1996)

Preferably for students majoring in chemistry, biochemistry, biology, physics, or mathematics.

June Rossbach Bingham '40 Fund (1976)

For a Barnard student majoring in English, preferably one who is interested in pursuing a writing career.

Ida Blair Memorial Fund (1937)

Preferably for a student in political science.

Nina Thomas Bradbury '42 Future Teachers Fund (1992)

Preferably for a student interested in teaching.

Thornton F. Bradshaw Fund (1986)

For transfer students.

Naomi Levin Breman '71 Fund (1992)

Preferably for students majoring in history or economics.

Alice Marie-Louise Brett '15 Fund (1930)

For a senior specializing in French.

William Tenney Brewster and Anna Richards Brewster Fund (1961)

To be awarded in amounts not less than \$1,000, preferably.

Anne Brown Endowment Fund (1939)

For students from New York City.

Laurie Wolf Bryk '78 and Eli Bryk Fund (1998)

Preferably for students studying art history.

Burbank Fund (1992)

For one or more worthy students pursuing the study of history, literature, or music of the United States, or any combination thereof.

Ruth L. Byram '24 Fund (1991)

Preferably for students interested in teaching or majoring in math.

Mary Costello Calabro '28 Fund (2000)

For students who fulfill special financial criteria.

Alice Corneille Cardozo '36 Fund (1994)

Preferably for students in the fine arts or music.

Carpentier Residence Fund (1919)

For students who are not residents of New York City or its vicinity.

Therese Cassel '11 Fund (1973)

For students born in New York City, preferably those whose mothers were born in New York City and attended Barnard College.

Lois Golden Champy '67

and James Champy Fund (1992)

Preferably for African-American students who demonstrate special need as well as ability.

Dulcida Romero Chicón Fund (1994)

Preferably for students of Hispanic background.

Marilyn Chin Fund (1994)

To be awarded to a student with demonstrated leadership qualities.

Eliza Taylor Chisholm Memorial Fund (1901)

Preference to nominees of the Alumnae Association of Miss Chisholm's School.

C.I.T. Financial Corporation Fund (1979)

In honor of Eleanor Thomas Elliott '48. For a student of economics, mathematics, or political science.

Class of 1919 Decennial Fund (1929)

For a resident student.

Class of 1926 Emergency Student Aid Fund (1976)

For emergency financial aid.

Class of 1949 Fund (1974)

For an incoming first-year student.

Mrs. Henry Clarke Coe Fund (1910)

By the New York City Colony of the National Society of New England Women, to a student from New England or of New England parentage.

The Gene and Barbara Kauder Cohen '54 Memorial Scholarship Fund (1995)

Preferably for promising writers.

Beatrice Rosenthal Coleman '38 Scholarship Fund (1991)

For students majoring in the Humanities.

Isobel Crowley Fund (1997)

Preferably for students majoring in history and showing a concern for public service.

Charles A. Dana Fund (1982)

For students designated Dana Scholars, as specified in the guiding principles for the program.

Babette Deutsch '17 Fund (1978)

For Barnard students who have demonstrated exceptional ability in poetry, criticism, or translation.

Marie Ward Doty '36 Fund (1981)

Preferably to daughters of parents in law enforcement or related fields.

Augusta Salik Dublin '06 and

Mary Dublin Keyserling '30 Fund (1960)

For a student in a field of social welfare.

Elizabeth M. Edersheim '85 Memorial Fund (1992)

For juniors majoring in mathematics or English, preferably mathematics, to be renewed for an additional year if academic standards are maintained.

Educational and Cultural Trust Fund of the Electrical Industry (1951)

For daughters of members of Local Union No. 3 of the International Brotherhood of Electrical Workers.

May Parker Eggleston '04 Fund (1972)

For a science student, preferably one planning to attend medical school.

Christine H. Eide '39 Memorial Fund (1968)

For juniors majoring in anthropology or English.

Eleanor Thomas Elliott '48 Fund (1973)

For winners of the Eleanor T. Elliott Prize (see page 430) and/or for other deserving students.

Helen Revellese Esposito '38 Fund (2001)

Preference for students from Yonkers or the Greater Westchester area, in honor of Helen Revellese Esposito's love of education and her long-standing and devoted service as a teacher and volunteer in the Yonkers school system.

Gladys Renshaw Esterbrook '20 Fund (1958)

Preferably for English or French majors.

Sophie Schulman Felton '18

Scholarship Fund (1995)

Preferably for a student majoring in science, particularly chemistry.

Martha T. Fiske Fund (1911)

For a student who is not a New York City resident.

Doris E. Fleischman Fund (1992)

For the winner of the Doris E. Fleischman '13 Prize (see page 432), or, if that student is not in need of financial aid, to the most outstanding writer among English majors.

Marion Pratt Fouquet Fund (1961)

Preferably for older students.

Gentile Family Fund (1992)

Preferably for inner-city students.

German Fund (1950)

For a German major. See also Prizes, page 433.

Virginia C. Gildersleeve Fund (1968)

For a major in the humanities, preferably English.

Virginia C. Gildersleeve International Fund (1937)

For a foreign student.

Cecile Meister Gilmore '30 and Benjamin Gilmore Fund (1986)

For minority students.

Cecil Paige Golann '41 Fund (1995)

Preferably for a student majoring in classics or archaeology.

Elizabeth Hughes Gossett '21 Scholars (1981)

For freshmen or sophomores for academic achievement, demonstrated inclination toward public service, and leadership qualities.

Emily Morris Hadley '28 Fund (1996)

Preferably for students who play musical instruments.

Joy Villamena Harburger '39 Fund (1999)

Preferably for students from the New York City metropolitan area.

Thora M. Hardy '25 Fund (1995)

Preferably for a student majoring in biology.

William Randolph Hearst Endowed Fund for Minority Students (1995)

Preferably for African-American and Latina students.

Julius Held Fund (1970)

For students majoring in art history.

Janet Williams Helman '56 Fund (1993)

Preferably for minority students from Chicago, Illinois.

Dominique Henrey Memorial Fund (1990)
For a first-year student who has an interest in creative writing.

Emma Hertzog Fund (1904)
For a graduate of Yonkers High School.

Alena Wels Hirschorn '58 Fund (1986)
For the winner of the Alena Wels Hirschorn essay prize, or to the most outstanding economics major.

Marion Alice Hoey '14 Fund (1944)
Preferably for a student in Greek and Latin.

Hannah Falk Hofheimer '09
and Henry Hofheimer Fund (1975)
For a freshman.

Holland Dames Fund (1915)
For a descendant of early Dutch settlers.

Lillia Babbitt Hyde Fund (1953)
For premedical students.

Charlotte Louise Jackson Fund (1928)
For a graduate of Yonkers High School.

Mary E. Larkin Joline Fund (1927)
For a student specializing in music.

Werner Josten Fund (1955)
Preferably for a student in music.

Helene L. Kaplan '53 Fund (1993)
Preferably for students in the metropolitan New York area.

Margaret L. Kaplan '49 Fund (1997)
Preferably for outstanding art history majors.

Jessie Kaufmann Fund (1902)
For a student who has no relative able to offer financial assistance.

Kimball Fund (1938)
For a student from Spain or one of the Spanish-American countries for study at Barnard or elsewhere, under the direction of the Barnard Department of Spanish.

Eleanor Kinnicutt Fund (1911)
For a sophomore of exceptionally high standing.

John A. Kouwenhoven Fund (1991)
Preferably for an English major.

Henry C. Kuever and Frederick W.A. Fuller Fund (1981)
Preferably for a student majoring in music, or in Greek or mathematics.

Wei-Ven Yao Kung Fund (1992)
Preferably for students of Asian background.

Dr. Ann G. Kuttner '15 Fund (1969)
Preferably to premedical students.

Frances Evans Land '55 International Scholarship Fund (2001)
For financial aid for international students.

Eugene M. Lang Fund (1988)
Preferably for minority students.

Marjorie de Loynes Lange '50 Fund (1993)
Preferably for a student studying music.

Ruth Rosenberg Lapides '47 Fund (2000)
Preferably for students interested in art history.

Hortense Owen Lazar '26 Fund (1991)
Preferably for students who have demonstrated both exceptional promise in the field of creative writing and a practical concern for others.

Judith M. Lebensold Fund (1993)
Preferably for students majoring in political science or planning a career in law.

Ethel Stone LeFrak '41 Prize
and Scholarship Fund (1986)
To a student for excellence in a field of the arts, the balance as a grant to the prize recipient or a meritorious alternate.

Marsha Corn Levine '62 and Leslie S. Levine Fund (1997)
For students who have graduated from New York City public high schools.

Toby S. Levy '72 and Rick A. Holman Architecture Fund (1993)
For students studying architecture.

Bernard Liberman Fund (1979)
For premedical students.

Loewenstein Sisters Fund (1998)
For commuting students.

Raphael Marino Fund (1977)

For a student proficient in Italian language, literature, art, or culture.

Eugene F. and Minnie Gouger McGowan Fund (1955)

Preferably for students from Mecklenburg County, North Carolina.

Fannie Moulton McLane Fund (1961)

For citizens of the United States preferably of Colonial or Revolutionary ancestry, or the descendants of a Civil War soldier.

Mrs. Donald McLean Fund (1906)

Founded by the New York City Chapter of the Daughters of the American Revolution for a student of history (chiefly that of the United States).

Barbara and Marilȳn Meyers Fund (1986)

Preferably for students majoring in writing, music, dance, or drama.

Alice Miller '58 Memorial Fund (1989)

Preferably for premedical students.

Libby S. Halpern Miller '60 Fund (1997)

In memory of Libby S. Halpern Miller, '60, preferably for students interested in chemistry.

Eligia and Cruz Montero Fund (1999)

Preferably for students of Hispanic background.

Ferry Starr Morgan Fund (1959)

For a student majoring in music or philosophy.

Lawrence Morris Fund (1968)

Preferably for a nominee of the New York City Mission Society.

Ruth Day Moser '36 Fund (1983)

For seniors majoring in sociology.

Lucy Moses Fund (1975)

For a premedical student. See Prizes, page 431.

Ann Newman '69 Fund (1986)

For study abroad.

The New York Times Fund (1990)

For minority students.

Norman Fund (1998)

Preferably for students majoring in English.

Eileen O'Brien '48 Fund (1994)

Preferably for a student studying in the arts.

Margarita Brose Orr '84 Fund (1997)

Preferably for students engaged in athletics.

Julia Fisher Papper '37 Fund (1974)

For a senior of superior academic standing and high motivation.

John and Laura Pomerantz Fund (1995)

Preferably for transfer students.

Mary Barstow Pope Fund (1913)

For a nominee of a self-perpetuating committee representing the founders.

Public Service Fund (1934)

By the Women's Organization for National Prohibition Reform for students in their junior or senior years who show special promise for public service.

Lucille Pulitzer Fund (1899)

Three are restricted to students from the City of New York, eight are for resident students.

Basil Rauch Memorial Fund (1992)

For students majoring in history or in political science with an interest in foreign affairs.

Gladys A. Reichard Anthropology Scholarship Fund (1992)

For students majoring in anthropology, or, if there are no such eligible students, for students majoring in other social sciences.

Marie Reimer Fund (1953)

See Prizes, page 431.

Dr. Barnett and Jean Hollander Rich Fund for the Study of Mathematics (2003)

For students who have demonstrated superior ability in mathematics.

Amelia Agostini de del Rio Fund (1955)

For a student from Puerto Rico or a student who is majoring in Spanish

Jennifer Romine '82 Fund (1996)

Preferably for students planning careers in natural history, wildlife conservation or veterinary medicine.

Lesley Jane Rosen '71 Memorial Fund (1975)

For a student who shows leadership quality and whose subject of interest is urban studies and/or political science.

Doris Lowinger Rosenberg '39 Fund (2003)

For students who demonstrate talent as writers.

426 Scholarship Funds

Dr. Harry Rosenstein Fund (1967)
For a premedical student.

Doris Schloss Rosenthal '35 Fund (1981)
For students majoring in courses in the arts.

Doris Schloss Rosenthal '35 Science and Math Fund (1993)
For students majoring in science or mathematics.

Joan Rosof '61 Fund (1964)
For students from the State of New York.

Julian and Denver F. Roth '23 Fund (1996)
Preferably for students from the New York City area.

Marcella Rosen Sacks '55 and David G. Sacks Residential Fund (2000)
To provide financial aid to defray room and board expenses for students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being resident students.

Felix St. George Scholarship (1955)
For an incoming freshman studying physics, chemistry, or biology.

Stanley Schachter Fund (1998)
Preferably for students studying science.

Dorothy K. Scheidell '28 Fund (1965)
Preferably for premedical students.

Lillian Schoedler '11 Fund (1967)
For students who show promise of civic leadership.

Margarete Schwabe Fund (1974)
For premedical students with outstanding ability and idealism.

Elizabeth and Fred Schwartz Fund (1996)
Preferably for students who are first generation Americans.

Ruth Gould Scoppa '37 Fund (1985)
Preferably for a student majoring in English.

Henry Sharp and Gertrude Hargrave Sharp '27 Scholarship Fund (1992)
For a student who has or will take one basic course in geology, geography, or environmental science.

Nina L. Shaw '76 Residential Fund (2000)
For students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being a resident student.

Barbara Lehmann Siegel '73 Fund (1999)
Preferably for students from Jewish day schools.

Roslyn S. Silver '27 Scholarship Program (1982)
For junior and senior students preparing for careers in medical research.

Rona Audrey Silverstein '59 Fund (2001)

Cecile Singer '50 Fund (1999)
For students who demonstrate leadership qualities and/or a commitment to community service.

Clarice Ann Smith '18 Fund (1973)
For students of literature and composition.

Marion Wesley Smith Fund (1978)
For students majoring in anthropology.

Hilda Staber '05 Fund (1967)
For foreign students.

Estella Raphael Steiner '23 Fund (1972)
For a senior in biological sciences who plans to engage in research in that field.

Beatrice L. Stern '25 Memorial Fund (1977)
For juniors and seniors in the life sciences or in the area of intergroup relations with special emphasis on those problems affecting minority welfare and acceptance in the American scene.

Marion Levi Stern '20 Fund (1977)
Preferably for students in the social sciences.

Trudy Wolf Stern '81 and Stanley Stern Fund (2000)
Preferably for students studying computer science.

Gwendolyn Straus Fund (2002)
Preference for students who have graduated from a Yeshiva school in the five boroughs of New York City. If no such student meets these requirements, a student from a Yeshiva school in the greater New York metropolitan area, or the east coast, or nationwide.

Simon Strauss and Elaine Mandle Strauss '36 Fund (1981)
For students with disabilities.

Anna Stechel Sussner

Residential Fund (2000)

To provide financial assistance to defray room and board expenses for students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being resident students, with a preference for first-generation Americans.

Janet Carlson Taylor '67 Fund (1996)

Preferably for students from New England.

Emma A. Tillotson Fund (1910)

For a sophomore of exceptionally high standing.

Artemis and Spiros Touliatos Fund (2000)

Preferably for immigrants or for the daughters of immigrants.

Mary Simmons Trueheart '67 Fund (1997)

Preference for students from west of the Mississippi River.

Clara Bittenwieser Unger '13 Memorial Fund (1938)

For a senior in political science who shows promise of ability to contribute to the promotion and perpetuation of true democracy under our Constitution.

Camilla Cowan von der Heyde '27 Fund (2000)

Preference for juniors or seniors who have shown a true commitment to a non-profit organization through working, interning, or volunteering.

Helen Elizabeth Vosburgh Fund (1934)

Preference to a self-supporting student.

Mary Voyse '13 Fund (1989).

For a student from Yonkers.

Walter A. Wagener Memorial Fund (1984)

For students majoring in a field of the arts.

Gertie Emily Gorman Webb Fund (1953)

For a nominee of the Department of History.

May Hessberg Weis '13 Fund (1981)

For students in environmental ethics and conservation.

Esther Lensh Weisman '24 Fund (1979)

Preferably for a student majoring in English.

Vivien Lesnik Weisman '82 and Richard L.

Weisman Fund (2000)

Preferably for students of Latina heritage.

Marian Churchill White '29 Fund (1975)

For the winner of the Marian Churchill White Prize (see page 431), or an alternate with similar qualifications.

Allison Wier Fund (1977)

For students who are residents of Westchester County.

Martin Wong Fund (1993)

For a Barnard student studying in France.

Elsa P. Wunderlich '12 Fund (1978)

For a German exchange student.

Richard P. Youtz Fund (1987)

For students in the Resumed Education Program.

The Miriam Scharfman Zadek '50

Scholarship Fund (1997)

To provide financial aid to defray room and board expenses for a student who resides in an area designated by the College as within commuting distance, but who would most benefit from being a resident student at Barnard College.

Alma Gluck Zimbalist Fund (1940)

For students in political science.

Gertrude Bunger Zufall '19 Fund (1987)

For a senior premedical student. See Prizes, page 431.

Internship Funds

The Costanza Anchisi '89 Memorial Internship Fund (1991)

For a junior majoring in Asian and Middle Eastern cultures.

The Maura Shannon Barrett '83 Internship Fund (1991)

In memory of Maura Shannon Barrett '83.

For a student who demonstrates a strong interest in science and evidence of previous experience with scientific investigation under the auspices of a scientist.

Georgianna Pimentel Contiguglia '64 Internship Fund (1997)

For internships in the visual arts, dance, theatre, or related fields.

Todd Evans and Hannah B. Evans '97 Fund (2000)

For internships with a preference for the arts or community service.

Charlotte Zmora Fahn '59 and Stanley Fahn Internship Fund (1997)

Eve Green '40 Internship Fund (2000)

Jane Rosenzweig Jelenko '70 Internship Fund (1997)

Amy Lai '89 Internship Fund (1997)

Linda Fayne Levinson '62 Internship Fund (2001)

Marsteller Internship Program (1998)

For students with disabilities for internships in all fields.

Terry Newman '79 Internship Fund (2001)

To provide internships for students working in urban public education (including charter or magnet schools), for students working in a non-profit organization that works to support urban public education, and for students working in urban public after-school enrichment programs.

The Jessica E. Patt '89 Community Service Internship Fund (1993)

For students seeking to engage in intellectually meaningful work that provides a vital link between the classroom and the world at large.

Belle and Harry Salzman Internship Fund (1992)

Internships in the Washington, D.C. area for juniors and seniors who are interested in careers in public service, law, and government and who have demonstrated financial need.

The Bernice G. Segal Summer Research Internships Fund (1986)

For support of supervised research in the sciences. Recipients are selected by the Faculty Committee on Honors, upon recommendation of the faculty of the Departments of Chemistry, Biological Sciences, and Physics.

Carol Krongold Silberstein '69 and Alan Silberstein Public Service Fund (1999)

For internships in public service, preferably with organizations that serve children.

Sara Elizabeth Strang '95 Internship Fund (2001)

For science, math, or economics majors and/or for internships in finance.

Shirley Estabrook Wood Internship Fund (1998)

Other Student Support Funds

Anthropology Student Fieldwork Fund (2000)

To defray the costs of interships for students in anthropology.

Diane Price Baker '76 Computing Fellows Fund (1997)

For stipends for computing fellows.

Yvonne Balboni Bregman '80 and Mark F. Bregman Computing Fellows Fund (2000)

For stipends for computing fellows.

CJC Grants for the Arts

For projects related to theses or other independent projects in film, studio art, dance, theatre, or related fields.

Katherine Ruser Fernando '79 Writing Fellows Fund (1998)

For stipends for writing fellows.

Cheryl Shaffer Greene '66 Writing Fellows Fund (2000)

For stipends for writing fellows.

Erica Mann Jong '63 Writing Fellows Fund (1997)

For stipends for writing fellows.

Anna Quindlen '74 Writing Fellows Fund (2000)

For stipends for writing fellows.

Lucius N. Littauer Research Fund in Jewish Studies (1999)

To support research for one or two faculty members or students each year.

Metropolitan Life/Richard R. Shinn Undergraduate Fellowships in Public Service (1999)

For two or more fellowships each year in public service.

Harris Shapiro Foundation Emergency Grant Fund (1997)

For students who face unexpected needs, particularly in the area of medical or family emergencies.

Patricia Henderson Shimm Fund for Parent and Student Education (2001)

To ensure the longevity of two core purposes of the Barnard Center for Toddler Development: (1) educating and supporting toddler experts of the future by supporting undergraduate fellows who will participate in research apprenticeships at the Center; and (2) creating a permanent format for the Center's parenting programs.

Bertha Vapnek Undergraduate History Research Fellowship Fund (2000)

To provide one summer research fellowship each year through a competitive selection process administered by the Department of History.

Loan Funds

The following loan funds are administered in accordance with terms specified by the donors.

Associate Alumnae Student Loan Fund

Barnard College Club of Cleveland Loan Fund

Barnard College Loan Fund

Ann Susan Becker Memorial Loan Fund

Thomas F. Clark Student Fund

Marilyn Chin '74 Loan Fund

Pauline Hirschfeld Loan Fund

Gertrude C. Hitchcock Loan Fund

Adelaide Le Ciercq Loan Fund

Swope Loan Fund

Tudor Foundation Student Loan Fund

HONORS

The following awards, administered according to the provisions of their respective donors, were established to honor those who have shown exceptional distinction in their studies.

FELLOWSHIPS

Alpha Zeta Club Graduate Scholarship (1936)

For graduating seniors who show promise of distinction or to outstanding recent Barnard graduates who are candidates for higher degrees.

Associate Alumnae of Barnard College Graduate Fellowship (1963)

For a graduating senior or graduate who shows exceptional promise in her chosen field of work. Information and applications may be obtained in the Alumnae Office.

Anne Davidson Fellowship (1971)

For graduating seniors who will pursue graduate study in conservation at a university of approved standing.

George Welwood Murray Graduate Fellowship (1930)

For graduating seniors who show promise of distinction in the humanities and/or the social sciences and who will pursue graduate study at a university or college of approved standing.

Josephine Paddock Fellowship (1976)

For graduating seniors who show promise of distinction in such fields of graduate study in art as the faculty shall determine. Holders are to pursue studies, preferably abroad, at a college or university of approved standing.

Grace Potter Rice Fellowship (1935)

For graduating seniors who show promise of distinction in the natural sciences or mathematics and who will pursue graduate study at a university or college of approved standing.

GENERAL

Estelle M. Allison Prize (1937)

For excellence in literature.

Mary E. Allison Prize (1937)

For general excellence in scholarship.

Annette Kar Baxter Memorial Fund Prize (1984)

For juniors who have distinguished themselves in the study of some aspect of women's experience.

Frank Gilbert Bryson Prize (1931)

For a senior who, in the opinion of the class, has given conspicuous evidence of unselfishness and who has made the greatest contribution to Barnard during the college years.

Eleanor Thomas Elliott Prizes (1973)

Two prizes to juniors chosen by the Honors Committee from among the five most outstanding students in the class based upon overall academic record, integrity, and good citizenship in the College.

Katherine Reeve Girard Prize (1964)

For a student whose interests are in the international aspects of a major.

Ann Barrow Hamilton Memorial Prize in Journalism (1978)

For a graduating senior who will pursue a career in journalism.

Alena Wels Hirschorn Prize (1986)

For a senior majoring in economics, with preference for a student who has a strong interest in English literature and/or in pursuing a career in journalism.

Lucyle Hook Travel Grants (1987)

To promising individuals with enriching, eclectic projects who demonstrate originality and self-direction.

Jo Green Iwabe Prize (1986)

To a student with a disability, for active participation in the academic and extracurricular life of the College.

Ethel Stone LeFrak Prize (1986)

For excellence in a field of the arts.

Schwimmer Prize (1986)

For an outstanding graduating senior in the humanities.

Bernice G. Segal Summer Research Internships (1986)

One or more internships for supervised research in the sciences during the summer.

Marian Churchill White Prize (1975)

For an outstanding sophomore who has participated actively in student affairs.

Premedical

Helen R. Downes Prize (1964)

For graduating seniors who show promise of distinction in medicine or the medical sciences.

Ida and John Kauderer Prize (1973)

For premedical students majoring in chemistry.

The Barbara Ann Liskin Memorial Prize (1995)

For a premedical student committed to women's issues and to a humanistic approach to patient care.

Lucy Moses Award (1975)

For a premedical student likely to provide service to the medically underserved.

Gertrude Bunger Zufall Award (1987)

For a premedical student entering her senior year.

BY ACADEMIC AREA

American Studies

John Demos Prize in American Studies (1995)

Awarded to a senior major for excellence in American Studies.

Architecture

The Marcia Mead Design Award (1983)

For architectural design.

Art History

Nancy Hoffman Prize (1983)

For students who plan to enter museum or gallery work or art conservatorship.

Virginia B. Wright Art History Prize (1969)

For promising seniors majoring in art history.

Asian–Middle Eastern Cultures

Taraknath Das Foundation Prize (Columbia University)

To a student of Barnard College, Columbia College, or the School of General Studies, for excellence in Asian and Middle Eastern Studies.

Biological Sciences

Edna Henry Bennett Memorial Grants (1927)

For work at a biological laboratory offering summer courses.

Hermann Botanical Prize (1892)

For an undergraduate student proficient in biology.

Herbert Maule Richards Grants (1933)

For botanical research, under the direction of an approved institution.

Donald and Nancy Ritchie Grants (1979)

For biological study or research.

Spiera Family Prize (1986)

For promise of excellence by a student majoring in biological sciences.

Constance Von Wahl Prize (1915)

For advanced work in biology.

Chemistry

American Chemical Society's Division of Analytical Chemistry Award

For outstanding work in analytical chemistry.

American Chemical Society's Division of Polymer Chemistry Award

For outstanding work in organic chemistry.

American Institute of Chemists, New York Chapter Prize

For an outstanding student of chemistry.

CRC Press First-Year Chemistry Achievement Award

For outstanding achievement in first-year chemistry.

Marie Reimer Scholarship Fund Prize (1953)

Awarded at the end of the junior year to an outstanding major in chemistry.

Economics

Alena Wels Hirschorn Prize (1986)

To a junior for the best essay on a subject of domestic or international economics.

Beth Niemi Memorial Prize (1981)

For an outstanding senior majoring in economics.

Katharine E. Provost Memorial Prize (1949)

For superior work by an undergraduate major in economics.

Sylvia Kopald Selekman Prize (1960)

For the first-year student who is doing the best work in introductory economics.

Education

Stephanie Kossoff Prize (1972)

For the student who has made the most noteworthy contribution or meaningful endeavor in childhood education.

English

Academy of American Poets Prize (Columbia University)

For the best poem or group of poems by a student.

Lenore Marshall Barnard Prizes (1975)

For both poetry and prose of distinction.

Saint Agatha-Muriel Bowden Memorial Prize (1971)

For superior proficiency in the study of Chaucer and medieval literature.

Bunner Award (Columbia University)

To the candidate for a Columbia degree who shall present the best essay on any topic dealing with American literature.

Doris E. Fleischman Prize (1992)

For the Barnard student judged to have written the best short piece, fiction or nonfiction.

W. Cabell Greet Prize (1974)

For excellence in English.

William Haller Prize (1987)

For excellence in the study of English literature.

Amy Loveman Memorial Prize (1956)

For the best original poem by an undergraduate.

Sidney Miner Poetry Prize (1962)

For the senior major who has shown distinction in the reading, writing, and study of poetry.

Peter S. Prescott Prize for Prose Writing (1992)

For a work of prose fiction which gives the greatest evidence of creative imagination and sustained ability.

Helen Prince Memorial Prize (1921)

For excellence in dramatic composition.

Helene Searcy Puls Prize (1984)

For the best poem in an annual student competition.

Stains-Berle Memorial Prize in Anglo-Saxon (1968)

For excellence in Anglo-Saxon language and literature.

Howard M. Teichmann Writing Prize (1986)

To a graduating senior for a written work or body of work that is distinguished in its originality and excellent in its execution.

Van Rensselaer Prize (Columbia University)

To the candidate for a Columbia degree who is the author of the best example of English lyric verse.

George Edward Woodberry Prize (Columbia University)

To an undergraduate student of the University for the best original poem.

Environmental Science

Lillian Berle Dare Prize (1974)

For the most proficient Barnard senior who will continue to study in geography or a related field.

Henry Sharp Prize (1970)

For an outstanding student majoring in environmental science.

French

Helen Marie Carlson French Prize (1965)

For the best composition in fourth-term French.

Isabelle de Wyzewa Prize (1972)

For the best composition in the French course *Major French Texts from the Middle Ages to the 20th Century*.

Frederic G. Hoffherr French Prize (1961)

To a student in intermediate French for excellence in oral French.

Linda Joan Israel Prize in French (1977)

To a French major, preferably a senior, for work done in *Advanced Oral French* or *Advanced Translation into French*.

Eleanor Keller Prizes (1968)

For juniors in French literature and seniors in French culture.

Rosemary Thomas Prize in French (1966)

For evidence of a special sensitivity and awareness in the study of French poetic literature.

German**Dean Prize in German (1952)**

For the senior who has throughout college done the best work in German language and literature.

German Scholarship Fund Prize (1950)

Awarded at the end of the junior year to an outstanding major in German.

Louise Stabenau Prize in German (1988)

Awarded to a junior or senior major for excellence in oral German.

Greek and Latin**John Day Memorial Prize (1986)**

For a high-ranking sophomore in the field of Greek and Latin.

Earle Prize in Classics (Columbia University)

For excellence in sight translation of passages of Greek and Latin.

Benjamin F. Romaine Prize (Columbia University)

For proficiency in Greek language and literature.

Jean Willard Tatlock Memorial Prize (1917)

For the undergraduate student most proficient in Latin.

History**Eugene H. Byrne History Prize (1960)**

For superior work by a history major.

Ellen Davis Goldwater History Prize (1982)

For superior work by a history major.

Italian**Bettina Buonocore Salvo Prize (1966)**

For a student of Italian.

Speranza Italian Prize (1911)

For excellence in Italian.

Mathematics**Margaret Kenney Jensen Prize (1973)**

To first-year students, sophomores, and juniors for excellence in mathematics.

Kohn Mathematical Prize (1892)

To a senior for excellence in mathematics.

Music**Robert Emmett Dolan Prize (Columbia University)**

To a student in any division of the University for instruction on a chosen musical instrument.

Ethel Stone LeFrak Prize (1986)

For a graduating senior whose creative writing in music shows promise of distinction.

Philosophy**William Pepperell Montague Prize (1949)**

For promise of distinction in the field of philosophy.

Gertrude Braun Rich Prize (1986)

For promise of excellence by a student majoring in philosophy.

Physical Education**Margaret Holland Bowl (1974)**

For excellence in leadership and participation in Barnard intramurals and recreation.

Marion R. Philips Scholar-Athlete Award (1981)

To the senior female winner of a varsity letter who has achieved the highest cumulative academic average and who has participated on a Columbia University team for at least two years.

Tina Steck Award (1980)

For the most outstanding member of the Swimming and Diving Team.

Physics

Henry A. Boorse Prize (1974)

To a graduating Barnard senior, preferably a major in the department, whose record in physics shows promise of distinction in a scientific career.

Political Science

**James Gordon Bennett Prize
(Columbia University)**

For the best essay on some subject of contemporary interest in the domestic or foreign policy of the United States.

Phoebe Morrison Memorial Prize (1969)

For a political science major planning to attend law school.

Political Science Quarterly Prize (2000)

To a Barnard political science major for excellence in analytical writing on public or international affairs in a paper that has been presented in a colloquium.

**Caroline Phelps Stokes Prize
(Columbia University)**

For the best essay on any topic approved by the Stokes Prize Committee, which has been presented in course or seminar work.

Psychology

Hollingworth Prize (2000)

For an outstanding research project in psychology.

Ida Markewich Lawrence Prize (1982)

For the best paper in psychology, preferably child psychology, by a major.

Millennial Psychology Prize (2000)

For a student who plans to continue her scientific or professional training in psychology or a related discipline.

Religion

Caroline Gallup Reed Prize (1916)

For outstanding work either in the field of the origin of Christianity and early church history or in the general field of the history and theory of religion.

Russian

Alice Levin Sokolik Prize in Russian (1976)

For the student who, in the course of her studies, has demonstrated the greatest love for the Russian language and literature.

Spanish

John Bornemann Prize in Spanish (1976)

For superior performance in the first- or second-year language courses.

Carolina Marcial-Dorado Fund (1953)

For a student from Spain, or to a Spanish major continuing graduate studies in the United States or abroad, or to a student who is majoring in Spanish.

Eugene Raskin Prize

For the best essay in fourth-term Spanish.

**Clara Schiffrin Memorial Spanish Prize
(1998)**

For an outstanding student of Spanish and Latin American Cultures in courses above the level of Spanish 1204.

Spanish Prize (1959)

For a Spanish major who has done the most distinguished work in Spanish language and literature.

Ucelay Recitation Prize

For the best recitation of a poem or dramatic passage in Spanish.

**Susan Huntington Vernon Prize
(Seven Colleges)**

For the best original essay written in Spanish by a senior whose native language is not Spanish.

Theatre

Kenneth Janes Prize in Theatre (1987)

For a Barnard junior or senior who has contributed notably to the theatre program of the Minor Latham Playhouse.

Women's Studies

Bessie Ehrlich Memorial Prize (1980)

For an oral history project concerning a female relative of a preceding generation, in conjunction with the Women's Studies Department.

Jane S. Gould Prize (1982)

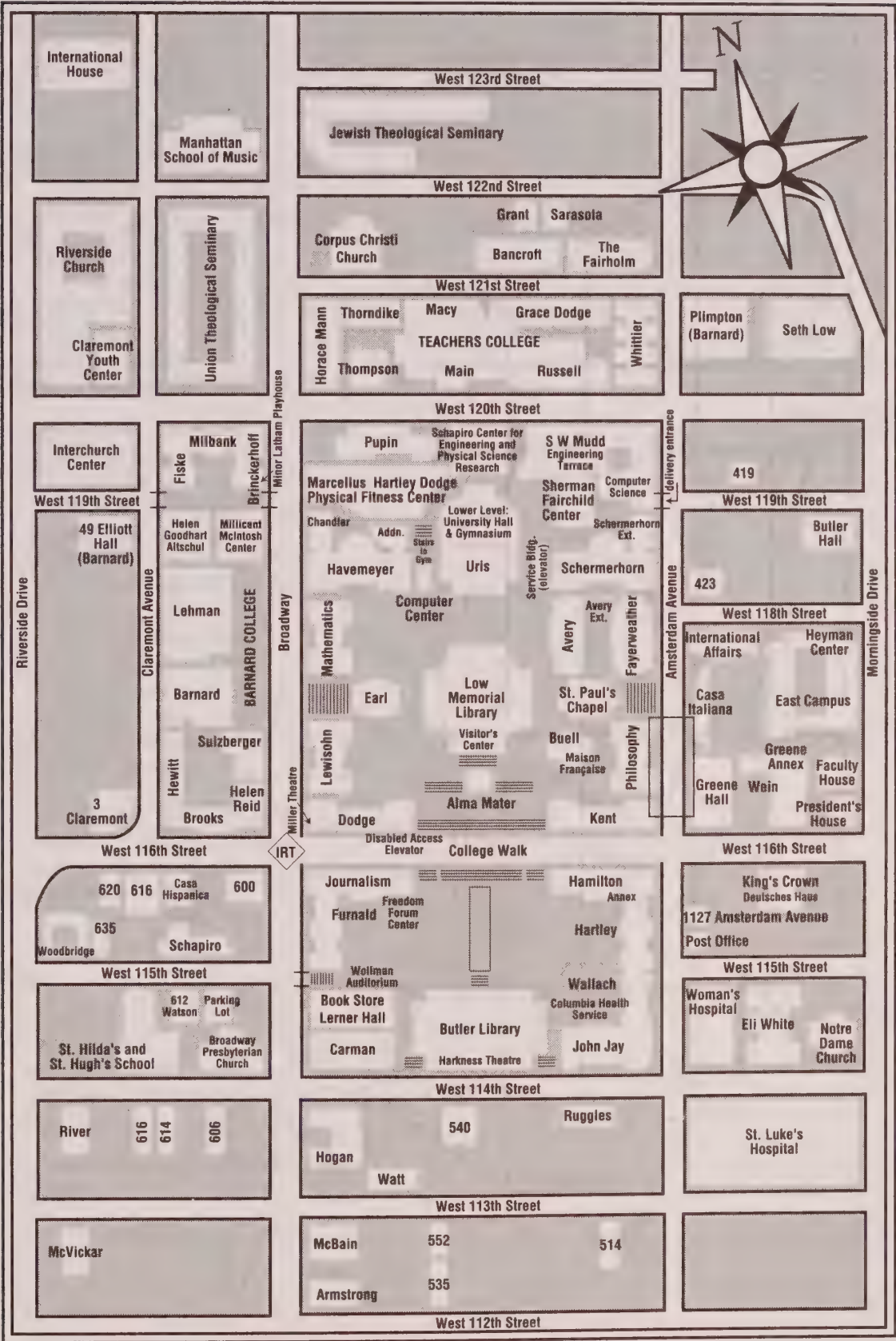
For an outstanding senior essay by a Women's Studies major.

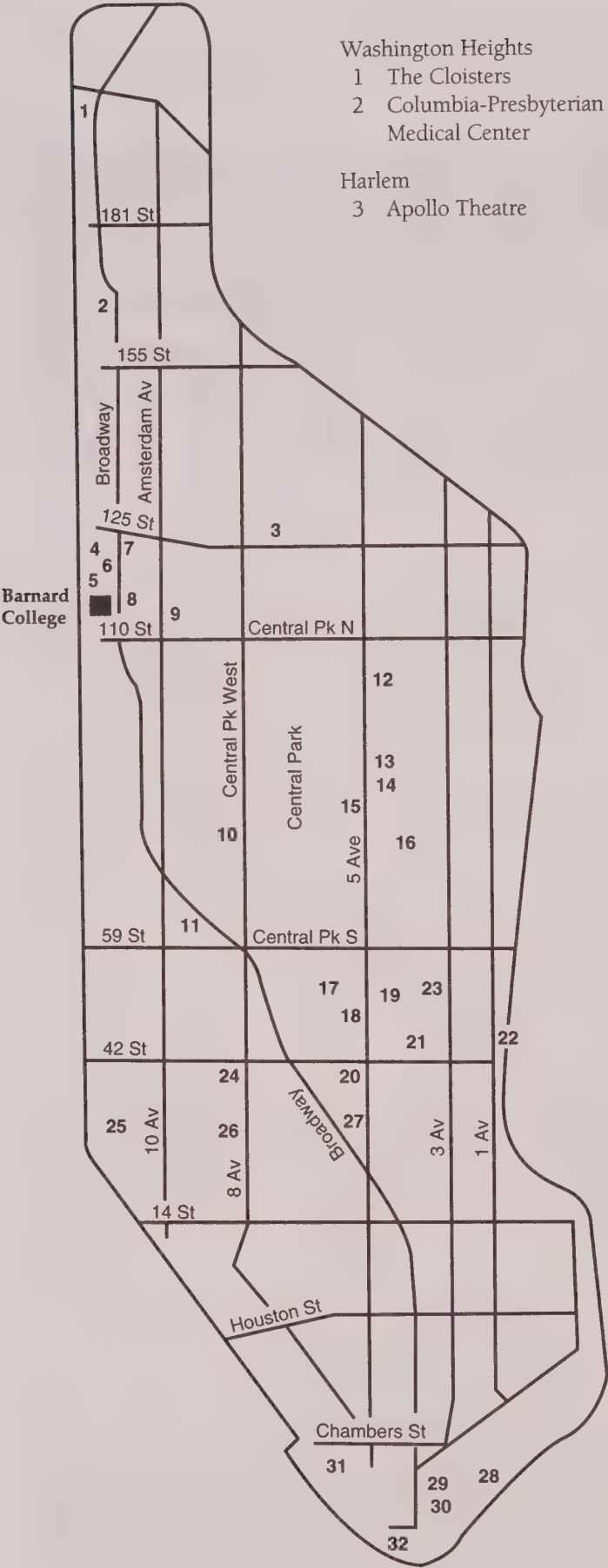
ENROLLMENT FIGURES

	1889 to	1899 to	1909 to	1919 to	1929 to	1934 to	1944 to	1954 to	1964 to	1974 to	1984 to	1994 to	2000 to	2002 to
	1890	1900	1910	1920	1930	1935	1945	1955	1965	1975	1985	1995	2001	2003
Undergraduates, Regular														
Seniors	—	40	62	87	227	181	208	245	355	572	559	571	615	619
Juniors	—	40	122	190	237	220	314	340	414	554	563	590	511	552
Sophomores	—	37	109	193	247	226	314	317	391	488	512	540	585	561
First-year Students	14	54	188	224	311	267	324	304	415	437	531	550	559	551
Unclassified Students	—	—	—	—	54	103	56	1	8	—	—	—	—	—
	14	171	481	694	1076	997	1216	1207	1583	2051	2165	2251	2270	2283
Special Students														
Matriculated	—	21	24	39	—	—	—	—	—	—	—	—	—	—
Non-matriculated	—	—	30	22	28	29	21	20	19	33	22	20	15	14
Departmental (1889–1896)	22	—	—	—	—	—	—	—	—	—	—	—	—	—
Music Students (1896–1905, 1914–1915)	—	41	—	—	—	—	—	—	—	—	—	—	—	—
	22	62	54	61	28	29	21	20	19	33	22	20	15	14
Graduate Students														
(1890–1900)	—	82	—	—	—	—	—	—	—	—	—	—	—	—
Total Registration	36	315	535	755	1104	1026	1237	1227	1602	2084	2187	2271	2285	2297
Degrees Conferred														
A.B.	—	39	88	139	247	221	270	258	367	497	612	527	583	596
B.S. (1909–1918)	—	18	2	5	—	—	—	—	—	—	—	—	—	—
A.M. (1898–1900)	—	1	—	—	—	—	—	—	—	—	—	—	—	—
Ph.D. (1899–1900)	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Total Bachelor's Degrees conferred 1893–2003 A.B., 33,172; B.S., 77
These figures represent registration in the Autumn term.

COLUMBIA UNIVERSITY
THE MORNINGSIDES CAMPUS AND ENVIRONS





Washington Heights

- 1 The Cloisters
- 2 Columbia-Presbyterian Medical Center

Harlem

- 3 Apollo Theatre

Morningside Heights

- 4 Manhattan School of Music
- 5 Riverside Church
- 6 Union Theological Seminary
- 7 Jewish Theological Seminary
- 8 Columbia University
- 9 Cathedral of St. John the Divine

Upper West Side

- 10 Museum of Natural History
- 11 Lincoln Center

Upper East Side

- 12 Museum of the City of New York
- 13 Cooper Hewitt Museum
- 14 Guggenheim Museum
- 15 Metropolitan Museum of Art
- 16 The Whitney Museum

Midtown

- 17 Museum of Modern Art
- 18 Rockefeller Center
- 19 St. Patrick's Cathedral
- 20 N.Y. Public Library
- 21 Grand Central Station
- 22 United Nations
- 23 Citicorp Center
- 24 Port Authority Bus Terminal
- 25 Jacob Javits Convention Center
- 26 Pennsylvania (Train) Station and Madison Square Garden
- 27 Empire State Building

Wall Street Area

- 28 South Street Seaport
- 29 Wall Street
- 30 New York Stock Exchange
- 31 Battery Park

DIRECTORY

Information	854-5262
104 Barnard	
Office of Admissions	854-2014
111 Milbank	
Advisers, Class	854-2024
Milbank	
Office of Alumnae Affairs	854-2005
The Vagelos Alumnae Center	
Barnard Center for Research on Women.....	854-2067
101 Barnard	
Bursar	854-2026
15 Milbank	
Office of Career Development	854-2033
11 Milbank	
Office of College Activities	854-2096
209 McIntosh	
Dean for Community Development	854-4245
110 Sulzberger	
Dean for Student Development	854-2024
104 Milbank	
Dean of Studies	854-2024
105 Milbank	
Dean of the College	854-3075
105 Milbank	
Dining Services	854-2129
Lower Level Hewitt	
Disability Services	854-4634
105 Hewitt	(Voice/TDD)
Financial Aid	854-2154
14 Milbank	
Health Services	854-2091
Lower Level Brooks	
Higher Education Opportunity Program (HEOP)	854-3583
111 Hewitt	
Office of Residential Life and Housing.....	854-5561
110 Sulzberger	
International Student Advisers	854-2024
105 Milbank	
Wollman Library	854-3953
Lehman Hall	
Pre-College Program	854-8866
112 Hewitt	

President’s Office	854-2021
109 Milbank	
Provost and Dean of the Faculty	854-2708
110 Milbank	
Registrar	854-2011
107 Milbank	
Security	854-3362
104 Barnard	
Special Events Services	854-8021
122 McIntosh	
Student Mail	854-2095
McIntosh	
Study Abroad	854-2024
105 Milbank	
Transcript Service	854-2011
107 Milbank	
Transfer Student Services	854-2024
105 Milbank	

CALENDAR

2003

January						
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August						
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NOTES

NOTES

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NOTES

SPRING TERM — ONE HUNDRED AND FIFTEENTH YEAR

Registration	Jan. 16–21 (F–W)
Last day to submit to the Registrar work from autumn term 2003 for removal of I.....	Jan. 16 (F)
Language Placement Examinations	Jan. 16 (F)
Martin Luther King, Jr., Day holiday.....	Jan. 19 (M)
Classes Begin 9:00 a.m.	Jan. 20 (Tu)
Deferred examinations for students absent from December 2003 final examinations	Jan. 23, 26 (F, M)
Program filing. Last day to file spring term programs, 4:30 p.m.....	Jan. 30 (F)
Last day to add a course	Jan. 30 (F)
Awarding of February degrees (date of ceremony Feb. 12 [Th]).....	Feb. 11 (W)
Last day to drop a course	Feb. 24 (Tu)
Last day to submit 2004–05 Senior Scholar applications.....	Feb. 26 (Th)
Midterm Date	Mar. 8 (M)
Spring holidays	Mar. 13–21 (Sat–Sun)
Last day to file requests for Pass/D/Fail grades or withdraw from a course	Mar. 25 (Th)
Major examinations for May and October graduates	Mar. 30–Apr. 2 (W–F)
Last day for sophomores to declare majors	Apr. 1 (Th)
Program planning and sign-up period for all students.....	Apr. 7–26 (W–M)
Last day to file application for 2004–05 financial aid	Apr. 15 (Th)
Last day to file application for study elsewhere in autumn 2004	Apr. 26 (M)
Last day to file autumn term programs	Apr. 26 (M)
Honors Convocation.....	Apr. 29 (Th)
Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due.....	May 6 (Th)
Required reading period	May 4, 5, 6 (Tu, W, Th)
Final Examinations Begin	May 7 (F)
Spring term ends	May 14 (F)
Baccalaureate Service.....	May 16 (Sun)
Phi Beta Kappa Initiation	May 17 (M)
Presentation of Barnard Degree Candidates	May 18 (Tu)
Conferring of Degrees.....	May 19 (W)
Last day to submit to the Registrar work from Spring term 2004 for removal of I	June 8 (Tu)
Classes Begin 9 a.m.	Sept. 7 (Tu)

BARNARD COLLEGE
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